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A SURVEY OF THE TEACHING OF ENGLISH
AS A SECOND LANGUAGE IN CANADA
JUNE 1967 - JUNE 1968

by



GWENDOLYN STEPHENS NEWSHAM

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Survey of the Teaching of English as a Second Language, June 1967-1968" submitted by Gwendolyn Stephens Newsham in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

The purpose of this study was to examine programs for the teaching of English as a second language in Canada as they existed in the period June 1967 to June 1968. Answers were sought to the following questions:

1. What segment of the population is enrolled in ESL programs?
2. What segment of the non-English-speaking population is not enrolled?
3. Where in Canada are ESL programs to be found?
4. What agencies sponsor and/or conduct ESL programs?
5. When are classes taught?
6. What is the internal organization of ESL programs?
7. What teaching materials and books are used? How and by whom are they chosen?
8. What is the content and what is the teaching emphasis in ESL programs?
9. What qualifications are required of ESL teachers?
10. What ESL teacher-training facilities exist in Canada?

To obtain this information, three questionnaires were constructed: one for student ESL programs, one for adult ESL programs and one for ESL teacher training programs. These questionnaires were mailed to directors of ESL teaching and ESL teacher-training programs. The percentage of returns was 68 per cent, 72 per cent and 100 per cent respectively.

Some of the more important findings from the study are:

1. There were approximately 370,000 students of school age and 61,000 adults enrolled in ESL classes, the majority of both being French-speaking Canadians.
2. There were large numbers of non-English speaking people in Canada who were not enrolled in ESL classes.
3. ESL was taught in all areas of Canada except the Yukon and Prince Edward Island.
4. ESL classes were most often conducted by school boards. The majority of adult programs were assisted financially by the federal government.
5. ESL classes in French-speaking systems seemed concentrated in high school, in English-speaking systems in elementary school.
6. Most ESL classes had no objective criteria for student placement, and there was little provision for articulation between adult ESL classes and regular school or trade programs.
7. Textbooks were most often chosen on the basis of availability. Learning the English Language was the text most commonly used in adult classes.
8. Most ESL teachers were reported to favour an aural-oral approach to language teaching. There was very little emphasis on the teaching of Canadian culture.

9. In most ESL programs, the only qualifications required of teachers was fluency in English and a teaching certificate. Shortages of teachers were most severe in the French-speaking school systems, but shortages existed in most areas.

10. Of 1,250 teacher-trainees in fourteen training programs, only 160 were being trained in English-speaking universities.

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CHAPTER ONE

PRESENTATION OF THE PROBLEM

INTRODUCTION

The recent report of the Royal Commission on Bilingualism and Biculturalism¹ has attempted to set forth the bilingual nature of Canada. Bilingualism, in the terms of reference of the Commission, refers to the official status of the English and French languages in Canada, a status in support of which the report offers legal and historical evidence. The legal position of these two languages has been further strengthened by the recent passage in the House of Commons of the Official Languages Bill².

If one accepts this emphasis on the importance of these two languages, a recent statement by Raymond Costello, Director of English as a Second Language for the Province of Quebec, is somewhat surprising. In a newspaper interview Mr. Costello reportedly remarks on "the total absence all across Canada of programs aimed at preparing English speakers to teach their language to non-native speakers, whether French-Canadian or immigrant."³

¹Report of the Royal Commission on Bilingualism and Biculturalism, Book One: The Official Languages, Book Two: Education. The Queen's Printer, Ottawa, 1967, 1968.

²The Official Languages Bill C-120.

³The Edmonton Journal, March 19, 1968, p. 4.

The Royal Commission on Bilingualism and Biculturalism shares Costello's concern when it states: "...there is a serious lack of well-qualified language teachers from coast to coast in Canada."⁴ The weakness found in the teaching of either French or English as a second language,--teaching not begun early enough, lack of sequential programs, not enough teaching in the language, not enough Canadian content in the courses,--are dealt with in two chapters of Book Two: Education.⁵ A summary of all programs is given in an appendix.

1. NEED FOR THE STUDY

The Royal Commission on Bilingualism and Biculturalism limits itself, however, to only one part of the broad field of language teaching. First of all, it discusses language-learning opportunities for only those Canadians of school age. Secondly, it treats only the problems encountered in second-language learning by those French-speakers learning English and by those English-speakers learning French.

There are, however, many people, both children and adults, in Canada for whom neither French or English is the mother-tongue. To take two examples, the Canadian census of the Dominion Bureau of Statistics gave the Indian and Eskimo population of Canada as 166,631, but unfortunately no indication of the ability of these people to speak either English or French. Some presumably speak neither. Information

⁴Report of the Royal Commission, op. cit., p. 221.

⁵Report of the Royal Commission, op. cit.

on 1967 immigrants to Canada⁶ revealed that 228,876 immigrants arrived in Canada. Of these, 104,749 previously resided in countries where English is the main language spoken (Britain, New Zealand, Australia, United States, West Indies, Ireland, South Africa, Bermuda, the Philippines) and so may be assumed to have some knowledge of English. The remainder, 118,127, gave as their last permanent residence a country which is mainly non-English-speaking. Many of these arrived in Canada with little or no knowledge of the language.

While there are no statistics available on immigrants from other years, we might assume that in addition to recent arrivals there are some from this group who have not yet acquired a working use of English.

It is obvious that, as a general rule, an adequate knowledge of one of the two official languages is necessary for participation in the economic, political and social life of this country. As a result of this view, the importance of access to adequate facilities for learning one of the official languages cannot be overstressed.

In view of the limitations of the study by the Royal Commission on Bilingualism and Biculturalism, the position taken here is that there is a need to investigate the resources available to all Canadians, regardless of age or linguistic background, to learn French or English. The present study is an attempt to examine existing facilities in Canada for the learning of one of these official languages, English. The assumption underlying such a study is that an examination of

⁶1967 Immigration Statistics, Canada Immigration Division, Department of Manpower and Immigration, Ottawa.

currently-existing resources for learning English as a second language is an essential preliminary to any future research of an evaluatory nature.

II. PURPOSE OF THIS STUDY

The purpose of this study was to examine existing programs for the teaching of English as a second language in Canada in order to find answers to the following questions:

1. What segment of the population is enrolled in ESL programs?
2. What segment of the non-English-speaking population is not enrolled?
3. Where in Canada are ESL programs to be found?
4. What agencies sponsor and/or conduct ESL programs?
5. When are classes taught?
6. What is the internal organization of ESL programs?
7. What teaching materials and books are used? How and by whom are they chosen?
8. What is the content and what is the teaching emphasis in ESL programs?
9. What qualifications are required of ESL teachers?
10. What ESL teacher-training facilities exist in Canada?

⁷ESL is the abbreviation for 'English as a second language.'

III. LIMITATIONS OF THE STUDY

The following limitations should be observed with respect to the design of this study and the applicability of the findings.

1. This study is based on information gathered by questionnaires sent out during the period of May to December, 1968. The questions concerned programs in operation from June 30, 1967 to June 30, 1968. Any conclusions reached apply to this period only.

2. Questionnaires were sent only to formally constituted programs other than those provided by private companies, private clubs, or by individuals. This study represents, therefore, only part of the work done in the teaching of English to the non-English-speaking. It is probable that in the field of adult teaching, much of the work is done by private individuals on a tutorial basis.

3. Questionnaires regarding student and adult programs were sent to the directors of the programs. It is possible that their reporting of specific details may not be as accurate as that of teachers involved in the teaching of the program.

4. Not all directors of programs surveyed replied to the questionnaire. Remarks or generalizations refer only to those programs for which information was obtained (see Appendix D).

5. Only programs which were specifically identified as having English classes for non-English-speaking people were surveyed. Classes listed as 'pre-employment' or 'up-grading' were not investigated unless the nature of the program was clearly stated.

6. No university programs for foreign students were surveyed.

IV. DEFINITION OF TERMS

A number of terms which have a specific meaning, and which are used frequently in this investigation, follow:

1. Mother tongue. The first language learned by an individual is his mother tongue.
2. Second language. A second language is defined here as a language, other than the mother tongue, which is officially recognized in the country under discussion.
3. Foreign language. A foreign language is defined here as a language other than the mother tongue, which is not officially recognized in the country under discussion.
4. ESL. The abbreviation for 'English as a second language' is ESL.
5. TESL. TESL is the abbreviation for 'teaching English as a second language.'
6. Non-English speaking student. The definition used here refers to a student whose ability to speak and understand English is not sufficient for ordinary age-grade placement in a school where the language of instruction is English.
7. Non-English speaking adult. For the purposes of this study, a non-English speaking adult is anyone over the age of fourteen whose last country of permanent residence was a country other than Great Britain, New Zealand, Australia, the United States, the West Indies, Ireland, The Union of South Africa, Bermuda or the Philippines.

8. 10 per cent areas. These are areas in Canada which, according to research reported by The Royal Commission on Bilingualism and Biculturalism, have a population of which 10 per cent or more are French-speaking.

CHAPTER TWO

REVIEW OF THE LITERATURE

Allen, under the sponsorship of the [American] National Council of Teachers of English, conducted a survey of the teaching of ESL in the United States.¹ Parts of his questionnaires were used as models for the questions used for the present survey (see Appendix A).

Allen's questionnaires were sent to 1,683 administrators in colleges, schools and other agencies, and to 3,726 teachers in ESL classrooms. His findings are based on a 30 per cent return, the largest number of returns being from universities and colleges. He sought information concerning:

1. Classification and number of personnel in the TENES (TESL) program.
2. Policies followed in employing prospective teachers.
3. Actual preparation of TENES (TESL) teachers in the system.
4. Number and foreign language background of students in the TENES (TESL) program.
5. Teaching aids available to the TENES (TESL) staff.
6. Use of commercial texts and tests.
7. Identification of problems and needs.²

¹Harold B. Allen, TENES: A Survey of the Teaching of English to Non-English Speakers in the United States, National Council of Teachers of English. Champaign, Illinois: 1966.

²Ibid., p. 5.

The problems identified by Allen's study were examined by an administrative committee which made several recommendations. The first was that a single individual or a single department within the United States Office of Education be given the responsibility for co-ordinating all ESL programs in the country. Secondly, the committee recommended that ESL teachers involved in existing programs be consulted by administrators about scheduling, placement of students, and teaching materials. The committee's purpose was "to focus the attention of administrators upon the linguistic, psychological, and sociological difference between the problems of (1) students whose mother tongue is not English, (2) students who speak a nonstandard variety of English, and (3) those who are educationally retarded...." Their position was that these groups should not be taught in the same class, by the same teacher, with the same materials and methods.

Thirdly, to give these recommendations wider publicity and to provide better teaching, it was recommended that all teachers in ESL programs should receive training in TESL. Provision of initial training was to be the responsibility of the universities, whereas provision of in-service training would belong to the ESL program itself.

The study undertaken here is an attempt to provide for Canada at least some of the same information as did Allen's study of ESL teaching in the United States.

THE SITUATION IN CANADA

While second language teaching is undoubtedly of equal, if not greater importance in Canada, an extensive review of the literature revealed no surveys of similar scope to Allen's on the facilities for learning English as a second language in Canada. A seminar convened by the Canadian Teachers' Federation in Ottawa in 1963 had as its topic "Teaching Modern Languages,"³ but it dealt with ESL only in those provinces where English is not the language of instruction. At that, only limited attention was directed to the subject. English as a second language in Canada is treated in the Report of the Royal Commission on Bilingualism and Biculturalism, but again the concern was only with the learning of English in non-English-speaking school systems.

There is, however, some literature which offers limited discussion of various aspects of the teaching of English as a second language in Canada as a whole.

The Training of ESL Teachers

Kehoe,⁴ in an article in the McGill University Bulletin, urged the establishment of a centre in Canada for the specialized training of language teachers. She suggested that this centre should fulfill four main functions:

³"Teaching Modern Languages," Canadian Teachers' Federation, Ottawa, 1963. (mimeographed)

⁴Monica Kehoe, "The Teaching of English as a Second Language in Canada," McGill University Bulletin, 7, March, 1965, pp. 10-13.

1. the training of ESL teachers going abroad.
2. the training of ESL teachers for schools in Quebec.
3. the training of ESL teachers for the upgrading of the language skills of foreign students.
4. the training of ESL teachers for the upgrading of the language skills of adult immigrants.

Her examination of various government programs of this sort in Great Britain, Australia, and the United States led her to conclude that a government-supported program is even more necessary in Canada.

The opinion of Raymond Costello, Director of English as a Second Language, Department of Education, Province of Quebec, on the training of ESL teachers in Canada has already been cited (Chapter One, page one).

The Teaching of Immigrant Children

It was stated in a report from the Research Service of the Board of Education for the City of Toronto⁵ that 50 per cent of students entering the Toronto school system in 1965 were born outside of Canada, and that 25 per cent of all immigrants entering Canada settle in Metropolitan Toronto. The same report suggests that the multi-linguistic and multi-cultural backgrounds of the children in Toronto schools make it impossible to use American ESL programs without revision, since most American programs are based on single language and cultural situations such as teaching English to Spanish-speaking

⁵Immigrants and Their Education. Research Department, The Board of Education for the City of Toronto, 1965.

Puerto Ricans.

That the Toronto system had its defects is evidenced by the fact that there are immigrant children who have been in Toronto schools for several years but who are not able to communicate in English.

The situation for adult immigrants is equally difficult as evidenced by the comment, "It has reached the point where there are Greeks learning Italian so that they can get along in Toronto."⁶

Swarbrick, a teacher in a section of Toronto where immigrants were in the majority, reported that she was completely unprepared for the sociological differences between her students and herself, and that she had not been warned that ordinary teaching methods were out of place in this type of classroom.⁷ Her class consisted of pupils with varying degrees of fluency in English, and she was expected to teach them all with the same method and the same curriculum. She felt abandoned by administrators who, it seemed to her, considered this to be an ordinary situation and one that she should be able to cope with by herself. She went on to recommend that the problem of the existence of non-English-speaking students be admitted, that classes be smaller, that English as a second language be taught to the students before anything else is expected of them, and that all teachers in such classrooms have training in the teaching of English as a second language.

⁶ Ibid., p. 12.

⁷ Rhona Swarbrick, "Loneliest Classroom," Argus, 26, July-August, 1967, pp. 92-94.

The Teaching of English to Indian Students

The Director of Curriculum of the Indian Affairs section of the Department of Indian Affairs and Northern Development, Rose Colliou, discussed in an article⁸ some of the problems faced by the Indian child entering an English-speaking school. She pointed out that while immigrant children enter school with little or no knowledge of the language of instruction, nevertheless they are familiar with a language that can be written. The Indian child has much to learn about language as well as about the English language in particular. She felt that "Lack of English was and still is at the root of much of the school retardation of Indian pupils." ⁹ Colliou conducted a research program in Maritime Indian schools in 1958 and from this made several major recommendations, including the following:

1. There should be implementation of oral English instruction in addition to subject matter content in the elementary grades in Indian schools.
2. A modified phonics method should be used for the teaching of reading.¹⁰

In 1962 it became mandatory to teach oral language for one half hour daily from grade one to grade six, and the Basic Oral English

⁸Rose C. Colliou, "Second Language Instruction," The Education of Indian Children in Canada, L.G.P. Walker (Ed.). Toronto: The Ryerson Press, 1965.

⁹Ibid., p. 76.

¹⁰Ibid., p. 77

Course¹¹ was authorized for use in Indian schools across Canada.

In an article in the Newfoundland Teachers' Journal,¹² Riego, a Filipina teacher teaching in an Indian school in Newfoundland, discussed the use of second-language methods in teaching English not only to Indian students but to students whose mother-tongue is English but who speak a sub-standard form of the language. She felt that by using a knowledge of contrastive linguistics, by beginning with what the student already knows of language, and by teaching the language rather than about the language, not only Indian children but all children would benefit. In particular, if it is the speech habits of the student that need correcting, then she recommended that second-language methods, rather than first-language methods, be employed.

The Teaching of English to French-Speaking Canadians

In 1963, the Royal Commission set up to investigate the state of

¹¹Rose C. Colliou, Basic Oral English Language Course for use in Indian Schools. Queen's Printer, Ottawa, 1962.

The content areas of this course are:

1. speech exercises for correct English pronunciation, inflection, rhythm.
2. drill exercises in correct usage of pronouns, verb tenses and prepositions.
3. short dialogues using idiomatic expressions in meaningful situations.
4. vocabulary growth.
5. sentence growth commensurate with age-grade levels.
6. general discussion topics to facilitate acculturation.

¹²Lucrenza Diza Diego, "How about the Second Language Approach in Teaching English?" Newfoundland Teachers' Association Journal, 58, February, 1966, pp. 58-61.

education in the Province of Quebec published its report.¹³ In this report the Commission included a section on second-language teaching which, in Quebec, refers to the teaching of English and of French. It found defects in the teaching of both languages.

"When one thinks that a normal 'bachelier' from our classical colleges after eight years of English is often incapable of speaking and reading it or that a high school graduate after nine years of French does not know enough to use it in his ordinary life, it seems urgent to look into the quality of the foreign language teaching in our province."¹⁴

The report stressed the importance of second-language teaching in a bilingual setting:

"In the case of the second language in a bilingual country it is not only a matter of effective language teaching, but also of introducing the child to a mentality different from his own, of awakening his curiosity and his sympathy for all who speak the language he studies, and, more particularly those who are his fellow citizens."¹⁵

The report suggests that the necessary improvements in language teaching required changes in the training of teachers.

"It is not enough to be English or French speaking in order to teach the language: special training is necessary. It is also utopian to think that a person who has studied English or French thoroughly as his first or second language, even at university, is capable of teaching the language or improvising its methodology."¹⁶

Second-language teaching was, of course, dealt with at some length in the Report of the Royal Commission on Bilingualism and

¹³Report of the Quebec Royal Commission of Inquiry on Education, Quebec, 1963.

¹⁴Ibid., Vol. 3, p. 67.

¹⁵Ibid., Vol. 3, p. 69.

¹⁶Ibid., Vol. 3, p. 68.

Biculturalism.¹⁷ From its survey of what was being done in this field in Canada, it made the following recommendations:

1. Teachers planning to teach ESL should spend one year at an English-speaking university.
2. ESL courses should be planned in a continuous sequential program from grade three to grade twelve for all students in non-English speaking school systems.
3. Both French and English should be taught as second languages, not foreign languages. The emphasis should be on the Canadian milieu in which these languages are used.
4. There should be established by provincial authorities French and English language centres for the training of second-language teachers for elementary and secondary schools.
5. There should be established an interprovincial bureau of second-language training centres to co-ordinate the training programs.
6. There should be established by the federal government a language research council concerned with the research and development related to second-language teaching in Canada.

The Report added, "The need for second-language teaching cannot be seriously questioned.... The question, therefore, is not so much whether it should be taught, but rather how it can be taught better."¹⁸

¹⁷Op cit., Chapter XV.

¹⁸Ibid., p. 206.

CHAPTER THREE

THE RESEARCH DESIGN

I. SOURCES OF DATA

The purposes of this study have been clearly set out in Chapter One of this report. There it was also stated that no similar study dealing with the total Canadian situation had previously been reported in the literature. One of the first questions raised in this investigation was, therefore, the location of sources of data necessary for the answering of the questions posed in this study.¹ Essentially, several steps were involved in locating those who could make such information available.

First of all, it is known that under the terms of the British North America Act the education of Indians and Eskimos living within provincial boundaries and the education of all residents of the Northwest Territories is the responsibility of the federal government. Inquiries made to the Department of Indian Affairs and Northern Development revealed that the first group mentioned is the responsibility of the Indian Affairs Branch while the second is administered by the Northern Development Branch.

The education of residents of the Yukon Territory is considered a federal responsibility for, although the Yukon in 1967-1968 had a Department of Education within its own government, the territorial

¹A complete list of all agencies contacted is to be found in Appendix D.

government is still responsible to Ottawa.

Secondly, since 1867 and the British North America Act, the federal government has assumed responsibility in other areas of education.² These include the education of inmates of penitentiaries (the Department of Justice), of members of the coastguard (the Department of Transport), of members of the armed services (Department of Defence), and of employees of the federal Civil Service Commission. As well, through the Department of Manpower and Immigration, the federal government sponsors classes in adult education and in job training programs.

Thirdly, while the federal government is involved in certain selected fields of education, according to the British North America Act the main responsibility for education in Canada resides with the provincial governments. Requests for information about ESL programs were therefore sent to the Directors of Curricula of each of the ten provinces.

Fourthly, the investigator was aware that certain private agencies were concerned with providing adult education for the general public. Where possible officials in these organizations were contacted to see if their programs included classes in ESL.

Lastly, it is generally the case in Canada that teacher education is the responsibility of the universities and/or special teacher-training institutions in each province. A list of such institutions

²"Activities of the Federal Government related to Education, Chapter XII, The Organization and Administration of Public Schools in Canada, Dominion Bureau of Statistics, Ottawa, 1960.

was obtained from the Directory and Almanac of Canada,³ a study was made of each institution's calendar for the year 1967-1968, and those colleges of education connected with a university which listed a class in ESL in their program of studies were then contacted.

Inquiries were made also to some other organizations involved in adult education which might possibly have had teacher-training programs to provide ESL teachers for their own needs.

Responses to initial letters of inquiry sometimes included references to other organizations which were involved in teaching ESL. In each case the investigator wrote to determine whether or not these individuals could contribute information helpful to this study.

The names of those agencies which were found to be conducting ESL programs constitute the list which served as the basis for the distribution of the study questionnaires.

II. DESCRIPTION OF THE INSTRUMENT

As has already been stated, the data presented here were collected by means of questionnaires. Three questionnaires (see Appendix A) were constructed, one for each of three types of ESL programs: programs for students, programs for adults, and training programs for teachers.

The questionnaires themselves were based on some general principles about the factors involved in planning a program of

³Directory and Almanac of Canada 1967, Toronto: McGraw-Hill Company of Canada.

studies as discussed by Saylor and Alexander.⁴ They suggest that there are four fundamental determinants for curriculum planning: the values and social structures of society, the nature of the clients, the views held on the knowledge to be presented and the process of learning, and the school organization and facilities. Because of its abstractness, the first factor was not investigated here. The other three suggested some important questions.

The Nature of the Clients

Are the students children or adults? What are their particular educational and linguistic backgrounds? What local conditions influence their decision to study ESL?

1. The views held on the knowledge to be presented and on the learning process.

What is the content of an ESL course, and what determines the order of its presentation? Is the content based on the needs of the student? What theory of second-language learning is reflected in the teaching methods?

2. The school organization and the instructional facilities available.

Where and when are ESL classes taught? How are students assigned to classes? What instructional aids are used? What qualifications are required of ESL teachers?

⁴Galen J. Saylor and William M. Alexander, Curriculum Planning for Modern Schools. New York: Holt, Rinehart and Winston, Inc., 1966, Ch.1.

To provide information about these broad areas, questions were composed for each of the three questionnaires.

The first questionnaire was designed to obtain information about ESL classes for students in regular school programs. It asked specifically about the number of students, their backgrounds, their length of residence in Canada, and the language used in the community. The directors of these programs were asked to state what audio-visual aids were used, what textbooks were chosen, and on what basis the choice was made. As well, they were asked to suggest what emphasis was given by teachers in their programs to different aspects of language teaching.

To obtain information about teachers in the ESL programs, directors of ESL programs were asked if they were consulted about the hiring of teachers and what professional qualifications a teacher was expected to have. They were asked also if the supply of teachers was adequate. Finally, they were requested to add any comments they cared to make either about ESL programs in general or about teacher training in particular.

The same questions concerning teachers in ESL programs were asked of directors of programs for adults.

The second questionnaire dealing with ESL programs for adults asked for information concerning the number of men and women in ESL classes, their mother-tongues, the length of their residence in Canada, the language spoken in the neighborhood, and the reasons for their placement in any one class within an ESL program.

This questionnaire also asked the directors of adult ESL

programs to describe their programs in terms of size and duration of classes and of time of day when taught. They were asked, too, what agencies sponsored the classes and what agencies were directly involved with conducting the classes. If the program had more than one level of difficulty (beginners, intermediate, advanced), the director was asked to give the rationale behind promotion policies and whether or not graduation from the most senior class permitted the adult student to enter any other educational or trade institution.

Directors were asked also to supply information about audio-visual aids used, textbooks and their selection, and the emphasis given by teachers to the various aspects of language teaching.

Teacher-training institutions were surveyed with a questionnaire which asked for the number of teacher-trainees enrolled in these institutions from June 1967 to June 1968. Information was requested concerning courses of study, entrance requirements, degrees or certificates granted, and time of year when programs were conducted. The directors of these programs were asked to list the textbooks they used as well as the ones they recommended as teaching texts. Finally they were requested to outline briefly the teaching method which they suggested to their students.

III. DISTRIBUTION OF QUESTIONNAIRES

When information was received about the existence of an ESL program the appropriate questionnaires were mailed to the director of the program with a covering letter. Several personal letters were sometimes necessary before a completed questionnaire was received.

The percentage of returns was 68 per cent for student questionnaires, 72 per cent for adult questionnaires, and 100 per cent for teacher-trainee questionnaires.

Information about specific agencies contacted is reported below.

Federal Agencies

Education in Northern Canada. Student and adult questionnaires were sent to the Director of Curriculum, Northern Development section, Department of Indian Affairs and Northern Development, Ottawa. A letter of inquiry only was sent to the Director of Curriculum, Department of Education, Yukon Territory, because the reply stated that no adult or student classes in ESL were taught in the Territory in 1967-1968.

Indian Education. Questionnaires were sent to the Director of Curriculum, Indian Affairs section, Department of Indian Affairs and Northern Development, Ottawa.

Education in penitentiaries. A request for information was sent to the Director of Penitentiaries, Department of Justice, Ottawa, and he supplied the names and addresses of the penitentiaries in Canada. Questionnaires and letters were then sent to the directors of ESL programs in all these institutions.

Coast Guard Training School. A letter of inquiry, followed by a questionnaire was sent to the Director of Instruction, Coast Guard Training School, Sydney, Nova Scotia.

Education of members of the armed services. A letter of inquiry was sent to the Director General of Education Programs, Department of

Defence, Ottawa. This elicited the information that ESL classes for armed forces personnel were taught at the Canadian Armed Forces School of Languages in St. Jean, Quebec. A questionnaire and letter were then sent to the director of the ESL program in the School.

Education of members of the federal civil service. A letter from the Director of the Public Service Commission in Ottawa provided the information that the Language Bureau of the Civil Service Commission conducted ESL classes for members of the civil service and that it also trained its own teaching personnel. Appropriate questionnaires were mailed to the Director of Curriculum and the Director of Teacher Training.

Education of adults for employment. General information about ESL classes as part of job training programs was obtained from the Programs Branch, Department of Manpower and Immigration, Ottawa. Specific information was obtained by contacting the directors of Manpower training programs for the five regions of Canada (Maritimes, Quebec, Ontario, Prairie Provinces, British Columbia) who then supplied the names and addresses of agencies which conducted ESL classes under their sponsorship. Each of these agencies was sent a questionnaire with a covering letter.

Provincial Agencies

Newfoundland. The Director of Curriculum Services for the Province of Newfoundland replied that the only institutions involved in ESL teaching in Newfoundland was one private school in Labrador. Questionnaires were sent to the directors of the student and adult programs.

Prince Edward Island. The Director of Curriculum for the Province of Prince Edward Island stated that the Department of Education did not sponsor any ESL classes for students or adults in that province.

There was one area in Prince Edward Island where 10 per cent or more of the population was French-speaking, but a letter of inquiry to the Superintendent of schools for this area elicited the reply that no ESL classes were taught there.

Nova Scotia. No programs for students were conducted by the Department of Education in this province, but the Adult Education Division supplied the addresses of the directors of its four ESL programs. Each of these was contacted with a letter and a questionnaire.

A letter of inquiry was sent to the Board of Education of the largest city in the province, Halifax.

New Brunswick. The Director of Curriculum for the Province of New Brunswick supplied the name and address of the Director of Curricula (French) who was responsible for the ESL program in the French-speaking schools in the province. This official supplied complete information on ESL programs for students.

There were several areas in New Brunswick (the counties of Gloucester, Kent, Madawaska, Northumberland, Restigouche, Victoria, Westmoreland, Sunbury) where at least 10 per cent of the population was French-speaking. Letters were sent to the superintendents of schools in each of these areas asking if they were aware of the existence of any adult ESL classes in their superintendencies.

Similar inquiries were made to the school boards of the larger cities in the province (Saint John, Chatham, Fredericton, Moncton). Adult questionnaires were sent to all programs located.

Quebec. Inquiries were made to the Director of English as a Second Language in the Department of Education of the Province of Quebec. He supplied the names and addresses of the local directors of ESL programs for each of the sixty-eight school boards in the province. These were then contacted with letters and student questionnaires.

The Director of Adult Education for the province provided the investigator with a list of sixty-eight local directors of ESL programs for adults. Letters and adult questionnaires were sent to each of these directors.

Ontario. The Department of Education for the Province of Ontario did not sponsor any ESL programs, the provision of such classes being left to local school boards. Inquiries were made to the public and separate school boards of each of the thirty-two cities in Ontario.

ESL programs for adults in Ontario were under the directions of the Department of Provincial Secretary and Citizenship. This Department provided a list of all adult ESL classes in the province together with the names and addresses of the agencies conducting them. Questionnaires were then sent to the directors of those programs which were in each of Ontario's thirty-two cities.

Inquiries regarding both student and adult programs were made to the superintendents of schools in the five regions of Ontario (Ottawa River-St. Lawrence, Algoma, Cochrane, Nipissing, Temiskaming) where at least 10 per cent of the population was French-speaking.

Manitoba. The Department of Education for the Province of Manitoba did not conduct any classes in ESL. Classes in ESL for students were under the jurisdiction of local school boards. Requests for information about such programs were made to seven school boards in areas in which the demographic map of the Department of Mines and Technical Surveys⁵ indicated a high percentage of immigrants in the population. Letters were sent as well to superintendents of schools in the four areas of Manitoba where at least 10 per cent of the population was French-speaking.

Saskatchewan. The Department of Education did not conduct any ESL classes for school children but it did organize classes for adults under its Adult Education and Vocational Education branches. The directors of these two branches supplied the names of centres in seven localities where ESL was being taught.

In addition, inquiries were made to superintendents of schools for four northern areas where the demographic map suggested a high concentration of non-English-speaking people and to the superintendent of schools for Assiniboia, the one '10 per cent area' in Saskatchewan. Information about adult and student ESL programs was requested as well from the public and separate school boards of Prince Albert, Saskatoon, and Regina.

Alberta. The Alberta Department of Education did not sponsor

⁵Atlas of Canada, Department of Mines and Technical Surveys, Geographical Branch, Queen's Printer, Ottawa, 1957.

any classes in ESL to adults or to children, but since it contributed to the cost of adult programs it was able to supply a list of agencies involved in this work. These were the school boards of Calgary Public, Edmonton Public and Separate, Medicine Hat Public, Red Deer Public, St. Paul, Bonnyville, Taber Separate, and Lethbridge Junior College. Letters were written to each of these, with particular attention being paid to the '10 per cent area' of Bonnyville-St. Paul.

Inquiries about ESL programs were made, too, to superintendents of schools in areas which, according to the demographic map, contained a large number of non-English-speaking people. These were Sangudo, Northland, Vegreville, Falher, Grande Prairie, Fairview, High Prairie, and Smoky Lake. Questionnaires were sent to adult ESL programs located in the Northern Alberta Institute of Technology and in the Great West Garment Company in Edmonton.

British Columbia. The Department of Education did not conduct any ESL programs for students; provision of such classes was left to the local school boards.

The Adult Education Branch of the Department financially supported programs in local areas and supplied a list of thirty-two districts which had conducted ESL classes for adults in 1966-1967. From this list it was arbitrarily decided to survey with adult questionnaires the twenty-six whose average class attendance for that year was 10 or more, and to survey those with a total class attendance of 40 or more adults with student questionnaires.

Letters of inquiry were sent also to the Director of Technical and Vocational Education of the Department of Education and to the

Superintendents of Education for Vancouver and Victoria. There were no '10 per cent areas' in British Columbia. A general inquiry to the Association of Teachers of English as a Second Language was also made.

Other Agencies

Next, letters of inquiry were sent to well-known organizations involved in adult education.

Canadian Association of Adult Education. The secretary replied that this organization was not involved directly with any ESL programs.

The Young Men's and Young Women's Christian Associations.

Letters were sent to secretaries of these organizations in Vancouver, Victoria, Edmonton, Calgary, Regina, Saskatoon, Winnipeg, Toronto, Quebec, Montreal, Saint John, Halifax and St. Johns. Branches in Ontario cities which, according to information from the Department of the Provincial Secretary and Citizenship, conducted ESL classes, were also surveyed.

The Young Men's and Young Women's Hebrew Associations. There were branches of these organizations in Toronto, Montreal, Winnipeg, Ottawa, and Vancouver, and requests for information were sent to the director of adult education of each branch. All replied that ESL classes were not included in their educational programs.

Jewish Immigrant Aid Service. This agency, whose aim is to provide information and services for immigrants of the Jewish faith who come to the Montreal area, conducted several classes for the teaching of English. However, no specific information was received about this program.

Teacher-Training Agencies

The question of staffing the programs was then considered in order to discover if sufficient personnel were trained in Canada, where this training was provided, and of what the training programs consisted.

A questionnaire designed to elicit this information was sent to those colleges of education associated with a university which included in its 1967-1968 program of studies a class in the teaching of English as a second language (see Appendix A for list of universities contacted).

Information was sought as well from the larger organized churches in Canada. Inquiries were sent to the general secretary of the United Church of Canada, the Anglican Church of Canada, the Lutheran Council in Canada, the Christian and Missionary Alliance, the Canadian Baptist Foreign Mission Board, the Presbyterian Church in Canada, the Seventh Day Adventist Church in Canada, the Overseas Missionary Fellowship, the Apostolic Church in Canada, the Church of the Latter Day Saints, and the Pentecostal Assemblies of Canada. In every case the reply was that these organizations did not provide any ESL training classes for teachers for either foreign or home missions.

Replies from the Roman Catholic Church were inconclusive, but the Catholic organizations contacted both by letter and by telephone replied that to the best of their knowledge no such programs existed within their church.

A special teacher-training division is part of the Language Bureau of the Federal Civil Service Commission for the training of

teachers for ESL positions within its program. There is also a teacher-training program within the Canadian University Services Overseas organization; one course in TESL was given in the summer of 1968. In all cases appropriate questionnaires were sent to the director of the program.

IV. TREATMENT OF THE DATA

On reception of the completed questionnaires, three groupings were made:

1. Questionnaires from federal ESL agencies.

This group was sub-divided into student and adult questionnaires.

2. Questionnaires from provincial ESL agencies.

This group was also divided into student and adult questionnaires.

3. Questionnaires from teacher-training institutions.

Maintaining these groupings, the responses to each question asked on the questionnaires were tabulated. Tables, many of which are included in the chapter dealing with results, are used where this means of displaying information was found to be economical. No statistical procedures were used in analyzing the data other than the computing of simple percentages.

CHAPTER FOUR

SUMMARY OF FINDINGS

This survey covered three areas: ESL programs for adults and students in federal government institutions, ESL programs for adults and students in institutions within provinces, and ESL programs for teacher trainees.

1. FEDERAL GOVERNMENT PROGRAMS

Programs for Adults

Indians living on reserves and all residents of the Northwest Territories. In 1956, as a result of a survey¹ covering 50 per cent of the Indian reserves which indicated that of the adult population, 25 per cent was illiterate or semi-illiterate, there was formed the Adult Education Division of the Indian Affairs Branch of the Department of Indian Affairs and Northern Development. Since then the Division has made efforts to set up a four point program to increase literacy, to raise educational standards, to improve earning power, and to raise the standard of community living. Unfortunately, no information was received about possible ESL classes within the program.

There are three administrative districts north of the sixtieth parallel, and information was received about one of two adult education programs existing in these districts. The District of Mackenzie had

¹L.G.P. Walker (Ed.), The Education of Indian Children in Canada, Toronto: The Ryerson Press, 1965, p. 88.

130 adult students enrolled in its ESL classes. Of these, 100 were Indians and Eskimos and 30 were newly-arrived immigrants. In this program, five courses were held a year, starting in autumn and winter, and they were either full-day classes, five days a week for five months or bi-weekly evening classes for twenty weeks. The students were placed in classes according to native language and degree of fluency in English. Out of class, circumstances make it necessary for all students to speak English at least some of the time.

The director of the Mackenzie program stated that language laboratories and other audio-visual aids were used in ESL teaching. The textbooks used were chosen by the director and the teachers and the reasons given for their choice were availability of the books and the suitability of the material that they contained. The director felt that the language in the texts was based on American English. Teachers of ESL classes in this program are required to be fluent in English. Although no other qualifications are asked for, the director of the program said that a shortage of teachers existed.

Residents of the Yukon. The Director of Curriculum for the Department of Education, of the Yukon Territories reported that in 1967-1968 there were no English-as-a-second-language classes in the Yukon.

Inmates of Federal Penitentiaries. The Inmate Training Division, Education section, of the Canadian Penitentiary Service in 1967 had the responsibility for the education of 7,000 inmates. A report obtained from the Inmate Training Division described the main

features of its educational program:

Since our inmate population has an average academic attainment of Grade 6 with some 15 per cent classified either as functional or semi-functional illiterates, major emphasis is placed on elementary education. Programs featuring the adult approach in this vital area are considered essential. Suitable adult reading schemes, programmed learning, individual instruction, audio-visual aids are used extensively. Our purpose is to give the student, on an individual basis, the best opportunity possible to acquire the elementary skills of learning. Reading, writing, math. [sic] and speech are stressed.²

It was noted also that opportunities to advance to higher education were made available to those with the necessary background.

The directors of ESL programs in six of the seven federal penitentiaries completed questionnaires for this study. Of the penitentiaries of Dorchester, New Brunswick, St. Vincent de Paul, Province of Quebec, Kingston, Ontario, Kingston Prison for Women, Ontario, Prince Albert, Saskatchewan, New Westminster, British Columbia, and Stony Mountain, Manitoba, only the Stony Mountain did not include classes in ESL in its educational program.

The total enrolment in ESL classes in Canadian penitentiaries was 612, of which 6 were women. The largest linguistic group among those enrolled comprised French-speaking Canadians; the next largest Canadian Indians. A breakdown of the enrolment in ESL classes by languages spoken is given in Table 1.

The director of one of the programs commented that it was especially important for all inmates of penitentiaries to be familiar

²"Academic Programs in Canadian Penitentiaries," Canadian Penitentiary Service, Ottawa. (mimeographed, p. 1). (no date given).

with English because almost all correspondence courses were in that language.

TABLE I
ENROLMENT BY LANGUAGES SPOKEN IN
ESL CLASSES IN PENITENTIARIES

N=6	Number of Respondents having Classes with enrolments of:		
	1-20	21-100	101-500
French (Canadian)	3	1	1
Italian	2		
German	2		
Ukrainian		1	
Polish	1		
Hungarian	2		
Canadian Indian	6	1	
Norwegian	1		

In the penitentiaries in New Brunswick and Quebec, placement in a language class depended on the adult's language background, but in other penitentiaries placement depended on tested fluency in English. In both cases, social and administrative reasons were also factors.

All ESL programs except that in the women's penitentiary (where there were only six students) had classes at more than one level of difficulty (beginners, intermediate, advanced). Classes were taught in the daytime, five days a week and were continuous the year round except in two programs in which classes began in autumn and again in winter.

Two of the ESL programs used a language laboratory in conjunction with an audio-lingual method (see Appendix C). One other used a tape recorder, and four used film and filmstrip projectors. The

textbooks used were reportedly chosen by the director and the teachers, their decision being based mainly on the suitability of the ideas expressed in the books and the usefulness of the practice materials included in them. The three directors of ESL programs who answered the question, "What emphasis is given to aspects of language teaching?" replied that teachers in their programs stressed oral aspects of language but that grammar and composition were also considered very important. The relative importance of the different components of language teaching, as noted by teachers of ESL in penitentiaries, can be seen in Table II.

TABLE II
ASPECTS OF LANGUAGE TEACHING EMPHASIZED
IN ESL PROGRAMS IN PENITENTIARIES

N=4	As suggested by textbooks			As mainly used by teachers		
	Much	Some	Little	Much	Some	Little
Reading	2	2		1	3	
Writing	1	2	1	1	3	
Pronunciation	3	1	0	1	1	
Speaking fluency	1	3		4		
Listening		1	1		4	0
Literary App.		1	2		2	
Grammar	3	1		3	1	
Composition	2		1	3		1
Canadian Culture	1		1	1		2

The directors of educational programs in penitentiaries are usually consulted before teachers are hired to teach in their programs. The teachers are required to be fluent in English and to have a valid teaching certificate. One of the penitentiaries require that its

teachers have training in TESL as well. A more detailed outline of their responses can be found in Table III.

TABLE III
TEACHER QUALIFICATIONS AND TEACHER SUPPLY
IN ESL PROGRAMS IN PENITENTIARIES

N=5	Requirements					Supply of teachers adequate?
	T. Cert.	Fluency	Study in:		TESL	
			Ling.	Mod.	Lang.	
Dorchester	1	1		1		no
St. Vincent	1	1	1	1	1	no
Kingston	1	1	1	1		no
Prince Albert	1	1				no
New Westminster	1	1				yes

The director of the New Westminster ESL program, which requires only a teaching certificate and fluency in English as teaching qualifications, was the only one to state that there is an adequate supply of ESL teachers.

Members of the armed services. Members of the armed services receive training in both French and English at the Canadian Forces School of Languages at St. Jean, Quebec. In 1967-1968 there were 1,350 service personnel enrolled in the English language section, and of these, 50 were women. The great majority in these classes were French-speaking Canadians.

The ESL program comprises 130 courses a year, 60 being underway at one time. Each course lasts twenty-three 5-day weeks, and courses

began four times a year. Classes within the program are at four levels of difficulty, and placement in any one class depends on testing and the teacher's opinion of the student's competence.

Teachers at the Canadian Armed Forces School of Languages have at their disposal a language laboratory as well as other common audio-visual teaching aids. These are used with the English for Today series of textbooks (see Appendix C) which was selected by the program's director in consultation with the teachers. The approach to teaching language is aural-oral with some emphasis on reading, but very little on grammar or writing.

The director of the ESL program reported that the only qualification required of teachers in the school is fluency in English. He reported no shortage of suitable staff.

Officer cadets of the Canadian Coast Guard. The Department of Transport, Ottawa, operates the Canadian Coast Guard College at Sydney, Nova Scotia, to train officers for careers in the Coast Guard. The training is bilingual and is four years in length. The cadet's second language is taught to him for two hours a day during the first year. Both the first and the second year are "...devoted to the actual learning of the new idiom and getting a feel and grasp of the rhythm and sound. During the first two years, the cadets will be instructed in their native language."³

In the final years, French and English are used alternatively for the normal college routine, and some subjects are taught in one

³"The Canadian Coast Guard Officer Training Plan," The Department of Transport, Ottawa, p. 15.

language only. During the four years, 700 course hours are spent on second language learning.

Members of the public service. The Public Service Commission operates language training schools for civilian components of the Department of National Defence and for some members of the armed forces, as well as for members of the civil service. English classes in programs under the direction of the Commission are taught in the major urban centres in Eastern Canada.

In 1967-1968, 951 adults were studying English in these classes. The majority of those enrolled were French-speaking Canadians, but there were a few Chinese, Russians and Canadian Indians as well.

The program consists of twenty-one continuous classes, taught in the daytime, five days a week, for seven weeks. Classes are of six levels of difficulty, and a student's placement in any one class depends on formal testing and the teacher's opinion. Completion of the most advanced class does not give the student any certificate recognized by other educational institutions.

The teaching emphasis in this program is completely on the aural-oral aspects of language, and the teaching staff creates their own curriculum to suit this approach. A language laboratory as well as tape recorders, record players and film projectors are used in conjunction with specially prepared teaching materials.

The director of the program is not consulted when teachers are hired, but he reports that teachers are required to be fluent in English and to have a teaching certificate. No other qualifications are necessary, and the director stated that the supply of teachers is

adequate.

Adult workers. Information received from the Programs Branch of the Department of Manpower and Immigration indicated that this Department is involved in ESL teaching in the following ways:

1. It sponsors and conducts full-time classes for adults who are eligible for training under the Adult Occupational Training Act. These classes are paid for by the federal government which also pays the students a training allowance.

2. It financially supports provincial programs for adults in two ways:

- a. It pays 50 per cent of the expenses a province has incurred in regard to a language teacher's salary.

- b. It pays up to 100 per cent of the cost of textbooks for the language courses.

These latter two contributions are made only if the province and the Secretary of State have entered into separate formal agreements permitting the federal government to have a legal basis for contributing to these educational programs.

The Secretary of State's Department may also provide free of charge, for distribution to immigrants, booklets about Canada and Canadian citizenship.

Programs for Students

Students living north of the sixtieth parallel. The total student population in this area in March, 1968, was 9,049. Of this

number, 1,508 were Indian, 3,694 were Eskimo, and 3,874 were of 'other' (including Metis) origin. Very few were immigrants to the Northwest Territories. (According to the Department of Citizenship and Immigration, only twenty-six children between the ages of five and fourteen went to this area in 1967).

There have been approximately 1,200 beginners each year in the school system. Of these, in 1968, 228 were Indian, 684 were Eskimo and 288 were 'others.' English is the language of instruction in the schools, and for many of these students instruction in English as a second language in the pre-primary classes is necessary before regular school work is begun.

In the teaching of English, machines (tape recorders, record players, film and film-strip projectors) are in widespread use. The textbooks used are special readers designed to prepare the student for the regular English program. These texts, entitled Let's Begin English (see Appendix C) were prepared by northern teachers. The same teachers prepared filmstrips, pictures and flannelgraphs of subjects familiar to students in the north. These are then distributed by the Education Division, Northern Development section, of the Department of Indian Affairs and Northern Development.

Teachers teaching in northern schools are not chosen by the head of the curriculum section, nor is he consulted. He reports that teachers are required to have a teaching certificate valid in a Canadian province and to show proof of fluency in English. Formal study in linguistics is preferred but not required. The Department does not provide any training in TESL but it does provide workshops

for teachers teaching this subject.

Indian students living within provincial boundaries. In 1968 there were 36,000 Indian children living in the provinces whose education was the responsibility of the Department of Indian Affairs and Northern Development, Indian Affairs section.⁴ Of this number, approximately 4,000 were completely non-English-speaking, and about 95 per cent came from non-English-speaking homes or from homes where English is used interchangeably with Indian languages.

To teach these children English, special materials have been prepared by the director of curriculum for the Indian Affairs section of the Department, Miss R. Colliou. These books are based on a strictly oral approach to English and are supplementary to the regular textbooks which are those authorized by the Departments of Education of the various provinces. The content is suitable for the student's age level and is based on scenes and experiences which are familiar to him.

The ESL program starts in kindergarten and at that stage it makes up 80 per cent of the teaching program. The time is reduced in grade one to 70 per cent of the program, and in the other elementary grades it is further reduced to a minimum of at least thirty minutes a day. Audio-visual aids (tape recorders, record players, film and film-strip projectors) are available for use in this program to the extent

⁴In 1964, 26,000 Indian children, or about 45 per cent of the Indian school population, were enrolled in about 950 provincial schools by agreement between the provinces and the Minister of Indian Affairs. (L.G.P. Walker, (Ed.), The Education of Indian Children in Canada, Toronto: The Ryerson Press, 1965, p. 67).

of one for every three classrooms.

The director of curriculum for the Indian Affairs section of the Department of Indian Affairs and Northern Development is not consulted when teachers are being hired for schools under the Department's jurisdiction. It was reported that these teachers are required to have a valid teaching certificate and to be fluent in English. While they are encouraged to take summer courses in the teaching of modern languages and in TESL in particular, they are not required to do so. The director stated that the supply of teachers is adequate.

II. PROVINCIAL GOVERNMENT PROGRAMS

Under the provisions of the British North America Act, legislation regarding education is largely the prerogative of the provincial governments. Educational curricula, therefore, differ from province to province, and an investigation of ESL programs in Canada required the separate examination of each province.

Programs located in provinces were, for the purposes of this study, divided into those provided for adult learners and those provided for students in regular school programs.

ESL Programs for Adults

Newfoundland. The only ESL program located in this province was in Labrador.⁵ This program was one conducted by a private school board in a French-speaking area and most of those enrolled were

⁵The Report of the Royal Commission on Bilingualism and Biculturalism, Book I, reports the same finding.

French-speaking Canadians. A breakdown of the enrolment by native language is given in Table IV. This table also contains a breakdown by language spoken of the numbers of immigrants to Newfoundland in 1967.⁶

TABLE IV
COMPARISON OF LANGUAGE GROUPS BY
ENROLMENT AND BY IMMIGRATION

N=1 Language Group	Number of Classes Giving Enrolments of:		Number of Immigrants
	1-20	21-100	
French Canadian	1		-
French (Swiss, Belgian)	1		20
Italian	1		14
German (Austrian)	1		22
Ukrainian	-		0
Greek	1		1
Polish	1		0
Portuguese	1		20
Hungarian	-		3
Chinese	-		64
Japanese	-		0
Canadian Indian	-		0
Eskimo	-		0
East Indian	-		32
			(no other large groups)

Table V shows that most of the immigrants to Newfoundland in 1967 came from English-speaking countries.

⁶For the purposes of this study, the country of last permanent residence will be used as the determiner of language spoken. It is recognized that this is not completely valid, but it does give a fairly good indication.

TABLE V
IMMIGRATION TO NEWFOUNDLAND IN 1967⁷

Total	984
From English-speaking countries	<u>733</u>
From non-English speaking countries	251
Less 25% children	190 adults

The enrolment in this one ESL class is forty-eight, of which twenty-nine are long-time residents of the country. The remainder, nineteen, represents only 10 per cent of the non-English speaking immigrant population, and the largest language group in immigration, the Chinese, are not reported in the class. Also absent are members of the Indian and Eskimo language groups.

Men and women are approximately equally represented in immigration figures and in the ESL class as shown by these results:

	<u>Enrolment in ESL class</u>		<u>1967 immigrants</u>	
	<u>numbers</u>	<u>per cent</u>	<u>numbers</u>	<u>per cent</u>
men	23	48	505	51
women	25	52	479	49

Within this program there are two levels of difficulty. Formal testing and teachers' opinion are used to decide placement in a level.

This program is conducted by a private school and is not subsidized by any government agency. The cost to the student is twenty-five dollars for twenty weeks. Classes are held in the evening only and begin once a year in the autumn.

⁷Immigration figures given in this and the following tables are from 1967 immigration statistics of the Canadian Immigration Division of the Department of Manpower and Immigration, Ottawa.

Teaching in the Labrador program stresses the aural-oral aspects of language but it gives almost equal weight to grammar and reading.

TABLE VI
EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING
IN ADULT ESL CLASSES IN NEWFOUNDLAND

	Textbooks			Teachers		
	Much	Some	Little	Much	Some	Little
Reading	1			1		
Writing		1			1	
Pronunciation	1			1		
Speaking fluency	1			1		
Listening	1			1		
Literary App.			1			1
Grammar	1			1		
Composition						
Canadian culture						

This school had no language laboratory, but other audio-visual aids (tape recorders, record players, films and filmstrip projectors) were used in teaching.

At the end of the program the adult student has the opportunity to write examinations which allows entrance to other educational institutions or which permits advancement in a trade.

The curriculum is chosen by the director of the program in consultation with the teachers. A variety of textbooks (see Appendix C), mainly Canada, are used, their selection based on the implied method of teaching.

Table VII shows that although the teachers in this program are required to be very well qualified, the director reports no teacher shortage.

TABLE VII

ADULT ESL CLASSES IN NEWFOUNDLAND: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

N=1	Requirements:				Adequate supply of teachers?	
	Teaching Cert.	Fluency	Ling.	Study in: Mod: Lang.	Yes	No
	1	1	1	1	1	-

Prince Edward Island. The Department of Education for this province did not sponsor any ESL programs for adults in the year 1967-1968. The Director of Curriculum said that there appeared to be little demand for such classes, and from the immigration figures given in Table VIII it does appear that very few non-English-speaking people immigrated to Prince Edward Island in 1967.

TABLE VIII

IMMIGRATION TO PRINCE EDWARD ISLAND IN 1967

Total	147
From English-speaking countries ⁸	<u>108</u>
From non-English-speaking countries	39
Less 25% children ⁹	29 adults

⁸See Chapter One, page 7, for the definition used here for "non-English-speaking."

⁹Approximately 25 per cent of immigrants to Canada in 1967 were aged fourteen years or less.

There is, however, one county in Prince Edward Island which has a population of which 10 per cent or more are French-speaking. A letter of inquiry was sent to the superintendent of schools for this area, but his reply stated that no classes in English as a second language were given in the county in 1967-1968.

Nova Scotia. Three adult ESL classes were located in Nova Scotia and the directors of all three replied to the questionnaire. A breakdown of the enrolment in these programs by language spoken by the adult students, as well as a similar breakdown for those adults immigrating to the province in 1967 is given in Table IX. The largest groups in the ESL classes were the Italian, Greek and Hungarian. The largest language group in immigration figures is the German. There were no Indian or Eskimo adults reported in the ESL programs in Nova Scotia.

TABLE IX

COMPARISON OF LANGUAGE GROUPS BY
ENROLMENT AND BY IMMIGRATION

N=2 Language Group	Number of Respondents reporting enrolments of:		Number of Immigrants
	1-20	21-100	
French Canadian	1		-
French	-		29
Italian	2		113
German	1		172
Ukrainian	-		-
Greek	2		67
Polish	1		1
Portuguese	1		94
Hungarian	2		1
Chinese	1		60
Japanese	1		3
Canadian Indian	-		-
Eskimo	-		-
East Indian	1		161
		(no other large groups)	

The majority of immigrants to Nova Scotia in 1967 were from English-speaking countries as shown in Table X.

TABLE X
IMMIGRATION TO NOVA SCOTIA IN 1967

Total	2406
From English-speaking countries	<u>1334</u>
From non-English-speaking countries	1072
Less 25% children	804 adults

The enrolment in the three ESL classes was 124, of which 5 people were long time residents of Canada. The remaining 124 represent about 14 per cent of the number of adult non-English speaking immigrants to Nova Scotia in 1967.

Men and women were proportionally represented in classes as shown by these results:

N=2	Enrolment in ESL class		1967 immigrants	
	<u>numbers</u>	<u>per cent</u>	<u>numbers</u>	<u>per cent</u>
men	64	60	1349	56
women	<u>44</u>	<u>40</u>	<u>1057</u>	<u>44</u>
	<u>108</u>	<u>100</u>	<u>2406</u>	<u>100</u>

Each of the programs starts classes in the autumn, in the evening only, and each is sponsored and partially financed by the Nova Scotia Department of Education, Adult Education Division. The programs are all supported by the Federal Government as well, and all are conducted by local school boards. There is no charge to the student.

In only one of the programs is there more than a beginners' class in ESL.

The directors of the two programs report that the teachers stress the aural-oral approach to language teaching more than the textbooks suggest.

TABLE XI

EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING
IN ADULT ESL CLASSES IN NOVA SCOTIA

N=2	Textbooks			Teachers		
	Much	Some	Little	Much	Some	Little
Reading	1	1				
Writing			1		1	
Pronunciation	1			2		
Speaking fluency		1		1		
Listening	1			1		1
Literary App.					1	
Grammar			1		1	
Composition			1		1	
Canadian culture			1	1		1

The textbook most commonly used in adult ESL classes in Nova Scotia is Learning the English Language (see Appendix C). The choice of books was made by the sponsor of the programs and mainly because of the method of language teaching implied in it. The directors felt that the texts used were based on Canadian English.

None of the three programs uses a language laboratory in teaching ESL and only one uses any other of the machines listed.

TABLE XII
AUDIO-VISUAL EQUIPMENT USED IN ADULT
ESL CLASSES IN NOVA SCOTIA

Lang. Lab.	T. Rec.	Rec. Player	Film and Filmstrip Projectors
0	1	1	1

Teachers for adults in Nova Scotia's ESL programs need a valid teaching certificate, but none are required to have training in TESL. An outline of qualifications required is given in Table XIII.

TABLE XIII
ADULT ESL CLASSES IN NOVA SCOTIA: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

N=2		Requirements:			Adequate supply of teachers?	
Teaching Cert.	Fluency	Study in: Ling.	Mod. Lang.	TESL	Yes	No
2	1	1	1	0	1	1

New Brunswick. Seven ESL programs for adults were located in New Brunswick; the directors of six replied to the questionnaire.

A breakdown of the enrolment in these programs by languages spoken by the adult students, together with a similar breakdown for the 1967 immigrants to the province, is given in Table XIV.

TABLE XIV
COMPARISON OF LANGUAGE GROUPS BY
ENROLMENT AND BY IMMIGRATION

N=6 Language Group	Number of Respondents reporting enrolments of:			Number of Immigrants
	1-20	21-100	100+	
French Canadian	3		2	-
French	0			42
Italian	1			33
German	0			102
Ukrainian	0			1
Greek	1			21
Polish	0			6
Portuguese	1			22
Hungarian	2			0
Chinese	3			30
Japanese	0			1
Canadian Indian	0			0
Eskimo	0			0
Dutch	0			25
Spanish	1			5
Yugoslavian	1			5
East Indian	0			48
Norwegian	0			2
Swedish	0			2
Turkish	0			11
Egyptian	0			30

French-speaking people were those most commonly reported in ESL classes, but of language groups immigrating to the province in 1967, Chinese was the one most frequently found in the ESL programs. In immigration numbers, German-speaking groups were the largest. There were no Indians or Eskimos reported in the classes.

Most of the immigrants to New Brunswick in 1967 were from English-speaking countries as shown in Table XV.

TABLE XV
IMMIGRATION TO NEW BRUNSWICK IN 1967

Total	1322
From English-speaking countries	<u>880</u>
From non-English speaking countries	442
Less 25% children	330 adults

Enrolment in the six classes reported is 829, and of these, 712 had spent all or most of their lives in Canada. The remaining 97 represented about 25 per cent of the number of adult non-English-speaking immigrants to New Brunswick in 1967.

There was a much larger number of women than men enrolled in ESL classes for adults in New Brunswick, as shown by these results:

N=5	Enrolment in ESL class		1967 immigrants	
	<u>numbers</u>	<u>per cent</u>	<u>numbers</u>	<u>per cent</u>
men	161	38	685	52
women	268	62	637	48

However, the difference is largely accounted for by one vocational program in which women are in the majority.

All of the five programs which answered this question held classes in the evening only. All begin in the autumn, but three have a second section in the winter.

The six programs are sponsored by the Provincial Government, and one receives support from the Federal Government as well. All are conducted by local school boards. The cost to the student varies

between no charge and five dollars.

Classes in different programs vary in length from forty to eighty hours. Three of the programs have more than one level of difficulty, placement depending mainly on informal criteria. Only one of the programs provides articulation with regular academic or trade classes.

The teaching emphasis is on reading and grammar as well as on pronunciation and speaking. Some attention is paid to teaching Canadian culture.

TABLE XVI

EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING
IN ADULT ESL CLASSES IN NEW BRUNSWICK

N=5	Textbooks			Teachers		
	Much	Some	Little	Much	Some	Little
Reading	2	2		2	2	1
Writing		2	1		3	2
Pronunciation	1	3		2	2	1
Speaking fluency	1	3		2	2	1
Listening		3			3	2
Literary App.		1			2	
Grammar	1	2		1	2	1
Composition		1	1		1	1
Canadian culture		2			2	1

The textbooks used are chosen mainly by the teachers and the most common reason is the suitability of practice materials. The textbook used by two of the five programs is Learning the English Language (see Appendix C).

All respondents felt that the language used in the texts was Canadian English.

None of the programs used a language laboratory; tape recorders were used in three of five programs reported.

TABLE XVII

AUDIO-VISUAL EQUIPMENT USED IN ADULT
ESL CLASSES IN NEW BRUNSWICK

N=5			
Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
0	3	1	1

The directors of three of the five programs reporting this information stated that teachers in these programs are required to have a valid teaching certificate and some training in TESL. Two programs requires proof of fluency in English. In most cases the supply of teachers was found to be adequate as shown in Table XVIII.

TABLE XVIII

ADULT ESL CLASSES IN NEW BRUNSWICK: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

N=5		Requirements:			Adequate supply of teachers?	
Teaching Cert.	Fluency	Study in: Ling.	Mod. Lang.	TESL	Yes	No
3	2	3	2	3	4	1

Quebec. Completed questionnaires were received from forty-four of the sixty-four ESL programs for adults located in Quebec.

Enrolment in these programs, broken down by languages spoken by the students, together with a similar breakdown for 1967 immigrants to the province, is given in Table XIX.

TABLE XIX
COMPARISON OF LANGUAGE GROUPS BY
ENROLMENT AND BY IMMIGRATION

N=39 Language Group	Number of Respondents reporting enrolments of:				Number of Immigrants
	1-20	21-100	101-500	500+	
French Canadian	2	3	20	16	-
French (Swiss, Belgian)	14				10552
Italian	9				7071
German (Austrian)	6				2165
Ukrainian	4				18
Greek	3				3642
Polish	3				210
Portuguese	1				1589
Hungarian	2				104
Chinese	5				700
Japanese	0				93
Canadian Indian	0				-
Eskimo	0				-
Dutch	1				438
Spanish (S.Am.)	1				734
Yugoslavian	1				178
East Indian	0				560
Norwegian	0				112
Swedish	0				172
Turkish	1				195
Hebrew	2				1038
Egyptian (Arabic)	1				1236
Czechoslovakian	1				44
(no other large groups)					

French-speaking people were the largest immigrant group and also the group most often reported in adult ESL classes. Least often reported, considering the number of immigrants, were Portuguese-speaking people.

Very few people from Egypt or Israel were registered in these ESL classes, but this is probably accounted for by the fact that the only Jewish agency in Montreal which teaches ESL to Jewish immigrants did not respond to the questionnaire.

No Indians or Eskimos were reported in ESL classes.

A majority of immigrants to Quebec in 1967 were from non-English-speaking countries as shown in Table XX.

TABLE XX
IMMIGRATION TO QUEBEC IN 1967

Total	45,717
From English-speaking countries	<u>11,732</u>
From non-English-speaking countries	33,985
Less 25% children	25,489 adults

Enrolment in the forty-four ESL adult programs reported was 38,755 of which 31,271 were adults who had spent all or most of their lives in Canada. The 7,550 who were in Canada two years or less represent approximately 28 per cent of the number of non-English-speaking adults who came to Quebec in 1967.

There are proportionately more women than men registered in adult ESL classes in Quebec as is shown by these results.

N=35	<u>Enrolment in ESL class</u>		<u>1967 immigrants</u>	
	<u>numbers</u>	<u>per cent</u>	<u>numbers</u>	<u>per cent</u>
men	13,785	48	24,333	53
women	15,585	52	21,384	47

Of the programs reported, thirty-six are conducted by Catholic (mainly French) public schools, four by Protestant (mainly English) public schools and three by other organizations. All the Protestant programs are supported financially by the provincial government. Of the thirty-six Catholic programs, fourteen said that they were supported by the Provincial Government, eighteen by the federal government, three by both, and one did not reply.

The cost to the adult student in ESL classes varies from no charge to twenty-two dollars, as is shown by the following:

	<u>Cost in dollars</u>	<u>Length of course in hours</u>
35 Catholic	\$0 - 10	40 - 360
4 Protestant	2 - 3	40 - 80
1 Other	22	54

There appeared to be no relationship between the cost of the course and its length.

All programs have classes which start in the autumn and which are taught in the evening. About a third of the programs have day-time programs as well.

The Catholic system provides the most levels of difficulty in its ESL programs, as is shown on the following page.

	<u>Number of levels</u>		
34 Catholic	16 have 3; 4 have 5;	1 has 10; 2 have 6	11 have 4;
4 Protestant	1 has 1;	2 have 2;	1 has 3
3 Other	1 has 1;	1 has 3;	1 has 7

In this system, too, placement in classes is dependent on both formal tests and teacher opinion. In other systems, placement depends on teacher opinion only.

In the Catholic school system there is fairly good provision made for adults to advance to regular school or trade programs on completion of ESL classes. In only one of the four ESL programs under the Protestant system is there any such provision.

The directors of ESL programs in both systems report that the teachers placed great stress on the aural-oral aspects of language teaching. They gave very little emphasis to Canadian culture.

TABLE XXI
EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING
IN ADULT ESL CLASSES IN QUEBEC

N=28	Textbooks			Teachers		
	Much	Some	Little	Much	Some	Little
Reading	10	9	7	7	14	8
Writing	5	4	15	3	10	18
Pronunciation	17	5	2	18	8	3
Speaking fluency	20	6	0	28	9	2
Listening	11	13	1	13	14	3
Literary App.	1	2	20	0	2	24
Grammar	10	0	8	8	3	8
Composition	5	5	12	2	6	16
Canadian culture	1	4	17	1	6	6

The most commonly used textbook in ESL program in Quebec is the series English 900 (see Appendix C). The choice was made because of the method of language teaching suggested by it.

While the same textbooks are used, the Catholic and Protestant systems differ on their agent of choice. As shown below, the director of the program is much more important in the Catholic system.

	Books chosen by:		
	Sponsor	BooksDirector	Teacher
36 Catholic schools	7	28	19
3 Protestant schools	0	0	3
2 Other	0	2	2

The more common audio-visual aids are popular in all adult ESL programs in Quebec, but only the Catholic schools use language laboratories.

TABLE XXII
AUDIO-VISUAL EQUIPMENT USED IN ADULT
ESL CLASSES IN QUEBEC

N=41	Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
36 Catholic	12	26	9	17
4 Protestant	0	4	3	3
1 Other	0	1	1	1

Programs other than the Catholic require their teachers to be fluent in English and to have a teaching certificate. Most also

require some training in the methodology of teaching a modern language. The mainly French-speaking Catholic system also stress fluency in English, but only two-thirds of the programs require a teaching certificate. Half of the programs require teachers to have training in TESL.

All of the non-Catholic programs replied that there is no shortage of ESL teachers for their programs. In the Catholic system, sixteen out of thirty-six directors of ESL programs reported an inadequate supply.

TABLE XXIII

ADULT ESL CLASSES IN QUEBEC: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

N=40	Teach- ing Cert.	Fluency	Requirements:			Adequate supply of teachers?	
			Ling.	Study in: Mod. Lang.	TESL	Yes	No
36 Catholic	24	30	15	12	19	20	16
4 Protestant	4	4	1	3	0	4	0
1 Private	1	1	0	1	1	1	0

Ontario. Completed questionnaires were received from directors of forty-five of the sixty-five programs for adults surveyed in Ontario.

A breakdown by languages spoken by the adult students is given for the enrolment in these programs in Table XXIV. A similar breakdown is given for the numbers of immigrants coming to the province in 1967. The figures given show that Italian was the native language of

a majority of those registered in adult ESL classes.

TABLE XXIV
COMPARISON OF LANGUAGE GROUPS BY
ENROLMENT AND BY IMMIGRATION

N=41 Language Group	Number of Respondents reporting enrolments of:			Number of Immigrants
	1-20	21-100	101-500	
French Canadian	21	3	1	-
French (Swiss, Belgian)	12			3134
Italian	21	8	1	19612
German (Austrian)	23	2	1	7768
Ukrainian and Russian	19			165
Greek	14	1	1	6187
Polish	26	2	1	982
Portuguese (Brazilian)	18	2	1	6514
Hungarian	20			352
Chinese	24	1		2284
Japanese	7			397
Canadian Indian	4			-
Eskimo	1			-
Dutch	1			2137
Spanish (S.Am.)	7			1998
Yugoslavian	7			1541
East Indian	9			3159
Norwegian	2			139
Swedish	2			459
Turkish	4			187
Hebrew	3			1043
Egyptian (Arabic)	3			355
Czechoslovakian	4			87
Finnish	4			584
(no other large groups)				

Italian is also the largest language group in the immigration figures for 1967. French-speaking adults, both Canadian and immigrant, form the next largest language group in ESL classes for adults in Ontario.

A high percentage of Ukrainian or Russian-speaking people in relation to their numbers in 1967 immigration figures was noted in the classes. Canadian Indians were reported in four ESL programs and Eskimos in one.

During 1967, more non-English-speaking immigrants went to Ontario than did English-speaking immigrants as shown in Table XXV.

TABLE XXV
IMMIGRATION TO ONTARIO IN 1967

Total	116,850
From English-speaking countries	<u>55,177</u>
From non-English-speaking countries	61,653
Less 25% children	46,239 adults

Enrolment in the forty-five ESL adult programs reported was 8,105, of which 531 spent all or most of their lives in Canada. The 6,215 who had lived in Canada two years or less represent about 14 per cent of the number of non-English-speaking adults immigrating to Ontario in 1967.

Enrolment broken down according to sex reveals that the percentage of men in ESL classes is higher than that of women. This is shown by the following:

N=32	Enrolment in ESL class		1967 immigrants	
	numbers	per cent	numbers	per cent
men	1,596	54	59,780	51
women	1,379	46	57,070	49

The administration of the forty-five ESL programs in Ontario was done mainly by local school boards under the sponsorship of various organizations, as is illustrated here:

<u>Department of Education</u>	<u>Citizenship Branch</u>	<u>School Board</u>	<u>Federal Gov't</u>	<u>Other</u>
39	19	10	1	1

Some were sponsored by more than one organization. The Ontario Department of the Provincial Secretary and Citizenship, besides sponsoring many of the programs, publishes a list of all adult ESL classes in Ontario and acts as the central agency for such classes.

The cost of ESL programs to the adult student varies from no charge to twenty-six dollars. The average cost is about five dollars. Courses ranged in length from 24 to 1250 class hours, and there was no relationship found between the cost and the length of the program.

Most ESL classes for adults are held in the evening and most begin in the autumn. This is illustrated below.

	<u>Time of Day</u>			<u>Time of Year</u>		
	<u>AM</u>	<u>PM</u>	<u>EVE</u>	<u>Autumn</u>	<u>Winter</u>	<u>Spring</u>
41 school boards	7	4	36	41	5	6
2 Prov. Inst.	1	0	1	2	0	1
2 Other (hospital)	1	2	0	(both continuous)		

The number of levels of difficulty range from one to ten. Most programs have more than one level, and most decide on a student's placement in a class by the teacher's opinion of the student's competence in English.

Of forty-three program directors who answered this question,

only nine reported that their programs provided examinations for entrance to other academic institutions and only seven said that theirs provided examinations for advancement in a trade.

The teaching emphasis in ESL classes for adults in Ontario is mainly on speaking and listening, although the teachers give more emphasis to reading and writing than the textbooks suggest. Considerable stress is placed on the teaching of Canadian culture.

TABLE XXVI

EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING
IN ADULT ESL CLASSES IN ONTARIO

N=36	Textbooks			Teachers		
	Much	Some	Little	Much	Some	Little
Reading	10	14	2	11	14	3
Writing	5	14	9	7	14	10
Pronunciation	13	12	3	19	14	-
Speaking fluency	17	2	-	24	8	-
Listening	10	9	6	12	16	4
Literary App.	-	4	19	-	10	15
Grammar	3	14	9	8	12	8
Composition	1	9	11	2	19	9
Canadian culture	2	10	10	7	15	10

In their teaching programs, teachers in five of the forty-five ESL programs used a language laboratory, but tape recorders and film and filmstrip projects are the most commonly used audio-visual teaching aids.

TABLE XXVII
AUDIO-VISUAL EQUIPMENT USED IN ADULT
ESL CLASSES IN ONTARIO

	Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
41 school boards	5	26	13	26
2 Prov. Inst.	0	1	0	1
2 Other	0	1	0	0

The qualifications required of teachers in adult ESL programs in Ontario are, in most cases, teacher certification and fluency in English. Approximately one quarter of the programs require training in TESL as well. About one third of the directors said that there is a shortage of ESL teachers.

TABLE XXVIII
ADULT ESL CLASSES IN ONTARIO: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

	Teach- ing Cert.	Fluency	Requirements: Study in: Ling.	Mod. Lang.	TESL	Adequate supply of TESL teachers? Yes	No
41 Pub. schools	34	33	13	9	14	28	11
1 Prov. Inst.	1	1	-	-	-	1	0
1 Other	-	1	1	-	-	1	0

Manitoba. Four ESL programs for adults were located in Manitoba and directors of all four supplied the information requested.

A breakdown of enrolment in these programs by languages spoken by the students, together with a similar breakdown for numbers of immigrants to the province in 1967, is given in Table XXIX. From these figures it can be seen that French-speaking adults were those most frequently registered in ESL classes. German-speaking people formed the largest group in immigration figures.

TABLE XXIX

COMPARISON OF LANGUAGE GROUPS BY
ENROLMENT AND BY IMMIGRATION

N=3 Language Group	Number of Respondents reporting enrolments of:			Number of Immigrants language group
	1-20	21-100	101+	
French Canadian	3			-
French	3			337
Italian	1			852
German	3			1006
Ukrainian	3			46
Greek	3			164
Polish	2			92
Portuguese	3			381
Hungarian	2			13
Chinese	3			129
Japanese	1			26
Canadian Indian	-			-
Eskimo	-			-
Dutch	-			250
Spanish	3			52
Yugoslavian	2			55
East Indian	-			110
Norwegian	-			11
Swedish	-			51
Turkish	2			3
Leganese	1			3
Czechoslovakian	1			3
(no other large groups)				

Immigrants to Manitoba in 1967 arrived in numbers almost evenly distributed between English and non-English-speaking groups, as is shown by the figures in Table XXX.

TABLE XXX
IMMIGRATION TO MANITOBA IN 1967

Total	9,313
From English speaking countries	<u>5,134</u>
From non-English speaking countries	4,179
Less 25% children	3,134 adults

Enrolment in ESL programs was 1,484, of which 103 were long-time residents of Canada. The 1,381 who were recent arrivals represent approximately 33 per cent of the number of non-English-speaking adults immigrating to Manitoba in 1967.

Enrolment in ESL classes by sex indicates that the percentage of men in adult ESL classes in Manitoba is much higher than that for women. This is shown by the following:

	<u>Enrolment in ESL class</u>		<u>1967 immigrants</u>	
	<u>numbers</u>	<u>per cent</u>	<u>numbers</u>	<u>per cent</u>
men	100	68	5048	54
women	47	32	4265	46

Two of the Manitoba ESL programs for adults are sponsored by local school boards and two by the Manitoba Department of Education in conjunction with the Department of Manpower and Immigration. Financially all are supported by the Federal Government, and the two school

programs are supported by the provincial Department of Education as well.

The cost of ESL classes to the student varies from no charge (for the Department of Education programs) to fifteen dollars, and there appeared to be an inverse relationship between cost and the length of the program. The most expensive program is in a small northern centre and it is not as well subsidized as the others.

There are no daytime programs for adults except the two vocational classes to which entrance is restricted. All classes begin in the autumn only.

Each of the programs provides classes of more than one degree of difficulty. Placement in a level depends on the teacher's opinion of the student's competency in English. At the end of the course, the two vocational programs provide examinations for entrance into other trade and academic institutions, the two school programs do not.

In the classes, the emphasis by the textbooks and by the teachers is on speaking fluency and pronunciation with some stress on reading, writing and Canadian culture.

The most commonly reported textbook for Manitoba ESL classes for adults is Learning the English Language (see Appendix C). This book and others are chosen by teachers, for the most part, and mainly on the basis of availability. The directors of the ESL courses felt that the textbooks used are based on Canadian English.

TABLE XXXI

EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING
IN ADULT ESL CLASSES IN MANITOBA

	Textbooks			Teachers		
	Much	Some	Little	Much	Some	Little
Reading		3			1	
Writing		3			1	
Pronunciation	3			1		
Speaking fluency	4			2		
Listening	1		2			1
Literary App.			3			1
Grammar		3	1		1	
Composition		2			1	
Canadian culture		3	1		1	

Audio-visual aids are used in most adult programs, but only one institution uses a language laboratory.

TABLE XXXII

AUDIO-VISUAL EQUIPMENT USED IN ADULT
ESL CLASSES IN MANITOBA

	Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
2 school boards	0	2	1	2
2 Prov. Inst.	1	1	0	1

In Manitoba, the only qualification required of ESL teachers is fluency in English, but there is still a shortage of teachers reported.

TABLE XXXIII

ADULT ESL CLASSES IN MANITOBA: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

N=4	Teach- ing Cert.	Fluency	Requirements: Study in:			Adequate supply of TESL teachers?	
			Ling.	Mod. Lang.	TESL	Yes	No
2 school boards	0	2	0	0	0	2	0
2 Prov. Inst.	0	2	0	0	0	0	2

Saskatchewan. Of the four adult ESL programs located in Saskatchewan, replies were received from the directors of three. No reply was received from Regina.

A breakdown of enrolment in these ESL classes and of numbers of 1967 immigrants to Saskatchewan by languages spoken is given in Table XXXIV. From these figures it can be seen that French-speaking adults were those most commonly registered in ESL classes. For the immigrant population, German-speaking people formed the largest number in immigration figures but Chinese-speaking people formed the largest group in ESL classes.

The Yugoslavian, Ukrainian and Russian, and Hungarian groups were very well represented in classes in proportion to their number immigrating to Saskatchewan in 1967. There were no Indian or Eskimo adults in the ESL classes reported.

TABLE XXXIV
COMPARISON OF LANGUAGE GROUPS BY
ENROLMENT AND BY IMMIGRATION

N=3 Language Group	Number of Respondents reporting enrolments of:			Number of Immigrants
	1-20	21-100	101+	
French Canadian	1	1		-
French (Belgian, Swiss)	1			77
Italian	1			139
German (Austrian)	2			303
Ukrainian, Russian	1			8
Greek	1			77
Polish	1			20
Portuguese	1			52
Hungarian	1			8
Chinese	1	1		205
Japanese	1			8
Canadian Indian	-			-
Eskimo	-			-
Dutch	1			149
Spanish (S.Am.)	-			5
Yugoslavian	-	1		21
East Indian	-			132
Norwegian	1			30
Swedish	-			27
Turkish	1			15
Danish	1			0
Egyptian	1			17
(no other large groups)				

Immigrants from English speaking countries made up the largest portion of immigrants to the province in 1967.

TABLE XXXV
IMMIGRATION TO SASKATCHEWAN IN 1967

Total	3,854
From English speaking countries	<u>2,181</u>
From non-English-speaking countries	1,573
Less 25% children	1,179 adults

The number of adults enrolled in the three programs was 251, of which 35 were long-time residents of Canada. The 216 who had spent two years or less in Canada represent approximately 19 per cent of the number of non-English-speaking adults coming to the province in 1967.

Only one program of the three gave a breakdown in enrolment according to sex. In this one class, the number of men is much higher than the number of women, as it shown below:

	<u>Enrolment in ESL class</u>		<u>1967 immigrants</u>	
	<u>numbers</u>	<u>per cent</u>	<u>numbers</u>	<u>per cent</u>
men	31	75	1882	50
women	10	25	1872	50

All three of the programs surveyed are conducted by school boards under the sponsorship of the Adult Education Division of the Department of Education of Saskatchewan. Financially, all are supported by both the Federal Government and the Saskatchewan Department of Education.

The cost of the programs to the individual varies from no charge to five dollars, and the course hours range between forty-eight

and ninety-six. There was no relationship found between length of course and fee charged to the student.

The classes in all programs are evening classes which begin in the autumn, but one program admits students at any time throughout the year. Most programs have classes of more than one degree of difficulty (beginners, intermediate, advanced). Placement in a class depends on the teacher's opinion of the student's competence in English. On completion of the most advanced class there is no provision for the student to advance to classes in a regular school or trade program.

The question concerning teaching emphasis in ESL classes was answered by only one respondent. In this one case, speaking, fluency, pronunciation, and reading were equally stressed. No time at all was given to the teaching of Canadian culture.

TABLE XXXVI

EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING
IN ADULT ESL CLASSES IN SASKATCHEWAN

N=1	Textbooks			Teachers		
	Much	Some	Little	Much	Some	Little
Reading	1			1		
Writing			1			1
Pronunciation	1			1		
Speaking fluency				1		
Listening						
Literary App.						
Grammar						
Composition						
Canadian culture						

In the three programs, the most commonly used textbook is Learning the English Language (see Appendix C). The agent of choice in all programs is the program's sponsor. Tape recorders are used in all programs but none had the use of a language laboratory.

TABLE XXXVII

AUDIO-VISUAL EQUIPMENT USED IN ADULT
ESL CLASSES IN SASKATCHEWAN

N=3			
Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
0	3	2	0

Although almost the only qualification for teaching in an ESL program is a teaching certificate, there is still a shortage of teachers reported.

TABLE XXXVIII

ADULT ESL CLASSES IN SASKATCHEWAN: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

N=2		Requirements:			Adequate supply of teachers?	
Teaching Cert.	Fluency	Study in: Ling.	Mod. Lang.	TESL	Yes	No
2	1	0	0	0	1	1

Alberta. Of the eleven ESL programs for adults located in Alberta, the directors of all eleven replied to the questionnaire.

The enrolment in these ESL programs is broken down according to the languages spoken by the adults as shown in Table XXXIX. In this same table there is a similar breakdown of numbers of people immigrating to the province in 1967.

TABLE XXXIX
COMPARISON OF LANGUAGE GROUPS BY
ENROLMENT AND BY IMMIGRATION

N=9 Language Group	Number of Respondents reporting enrolments of:			Number of Immigrants
	1-20	21-100	101+	
French Canadian	6			-
French (Belgian, Swiss)	7			335
Italian	5	2		948
German (Austrian)	5	1		1365
Ukrainian, Russian	4			29
Greek	6			115
Polish	6			134
Portuguese	3			181
Hungarian	6			35
Chinese	6	1		511
Japanese	2			99
Canadian Indian	2			-
Eskimo	-			-
Dutch	2			658
Spanish	2			40
Yugoslavian	3			97
East Indian	2			291
Norwegian	1			44
Swedish	0			58
Turkish	2			24
Hebrew	1			61
Czechoslovakian	1			13
Danish	0			158
(no other large groups)				

In proportion to numbers immigrating in 1967, the Hungarian, Ukrainian and Russian, and Turkish language groups were well represented in ESL classes.

Two respondents reported Canadian Indians in their classes.

English-speaking and non-English-speaking immigrants to Alberta in 1967 were almost evenly divided as seen in Table XL.

TABLE XL
IMMIGRATION TO ALBERTA IN 1967

Total	15,004
From English-speaking countries	<u>9,329</u>
From non-English-speaking countries	5,675
Less 25% children	4,256 adults

The eleven ESL programs reported an enrolment of 1,984 in the adult classes. Of these, sixty-nine people had spent all or most of their lives in Canada. The 1,904 who were reported to have spent two years or less in Canada represent approximately 45 per cent of the number of non-English-speaking adults immigrating to Alberta in 1967.

There is a much larger enrolment of men than women in the classes, as evidenced by the following:

N=6	Enrolment in ESL class		1967 immigrants	
	<u>numbers</u>	<u>per cent</u>	<u>numbers</u>	<u>per cent</u>
men	253	59	7685	51
women	179	41	7319	49

The eleven adult ESL programs in Alberta are all supported to some extent by the Federal Government through the Department of Manpower and Immigration. As well, the Provincial Department of Education assists seven programs, local school boards contribute to six, and other organizations give some support to the four other programs. Programs in six cases are conducted by local school boards, in one case by a provincial institution, and in four cases by other organizations.

The cost to the student in these ESL programs varies from no charge to thirty dollars. The class hours varies from 28 to 450, and no relationship was found between cost to the student and number of course hours.

Nine of the programs in Alberta have classes in the evening beginning in autumn and four of these have classes which begin at other times of the year as well. Daytime classes are provided by three programs which are open to the general public and by two vocational programs whose enrolment is restricted to adults in certain employment categories.

In most programs there are classes of more than one level of difficulty (beginners, intermediate, advanced). Placement in any one class depends mainly on the teacher's opinion of a student's competence in English. On completion of the most advanced class, adults in two of the programs are qualified to enter regular school classes.

Teachers in adult ESL programs in Alberta are reported to favour an oral approach to language teaching, but all teach grammar and reading at least 'some' of the time. They seem to de-emphasize the

Canadian cultural content of the textbooks.

TABLE XLI
EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING
IN ADULT ESL CLASSES IN ALBERTA

N=6	Textbooks			Teachers		
	Much	Some	Little	Much	Some	Little
Reading	1	4	1	2	5	2
Writing	0	4	2	2	3	4
Pronunciation	2	3	1	4	4	1
Speaking fluency	3	4	0	5	4	0
Listening	0	3	2	2	4	1
Literary App.	0	1	4	0	1	6
Grammar	1	2	3	1	6	2
Composition	0	2	4	0	2	6
Canadian culture	1	3	2	0	2	3

Both teachers and directors of programs are important in choosing the textbooks. Their choice is based mainly on the availability of texts, the textbook most commonly reported in use being Learning the English Language (see Appendix C). Opinion was equally divided as to whether the textbooks were based on Canadian or American English.

None of the classes conducted by the school boards use a language laboratory to teach ESL to adults. Language laboratories are use in two of the other programs.

TABLE XLII
AUDIO-VISUAL EQUIPMENT USED IN ADULT
ESL CLASSES IN ALBERTA

	Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
6 school bds.	0	4	5	4
1 Prov. Inst.	1	1	1	1
4 Other	1	1	1	1

Teachers in the adult ESL teaching programs in Alberta are generally required to have a teaching certificate and to be fluent in English. Eight of the eleven programs require their teachers to have studied linguistics as well.

TABLE XLIII
ADULT ESL CLASSES IN ALBERTA: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

	Teach- ing Cert.	Fluency	Requirements: Study in: Ling.	Mod: Lang.	TESL	Adequate supply of TESL teachers? Yes	No
6 school bds.	4	5	4	3	2	5	1
1 Prov. Inst.	1	1	1	0	0	1	0
4 private	3	4	3	1	2	3	1

Two directors of the eleven responding reported that the supply of teachers was inadequate.

British Columbia. Of the twenty-seven adult ESL programs surveyed in British Columbia, only thirteen of the directors replied to the questionnaire. However, included in the replies were at least partial responses from the largest centres, Vancouver, and Victoria.

The enrolment in these ESL programs is broken down by languages spoken by the adult students in Table XLIV. A similar breakdown is given for the numbers of people immigrating to the province in 1967.

TABLE XLIV
COMPARISON OF LANGUAGE GROUPS BY
ENROLMENT AND BY IMMIGRATION

N=8 Language Group	Number of Respondents reporting enrolments of:		Number of Immigrants
	1-20	21-100	
French Canadian	6		--
French (Belgian, Swiss)	5		673
Italian	6	1	1227
German (Austrian)	7	2	1604
Ukrainian, Russian	2		27
Greek	4		361
Polish	4		24
Portuguese	3		645
Hungarian	5		57
Chinese	4		2413
Japanese	4		303
Canadian Indian	1		-
Eskimo	-		-
Dutch	3	1	692
Spanish	1		64
Yugoslavian	1		173
East Indian	3		922
Scandinavian	6		556
Turkish	0		45
Danish	4		308
(no other large groups)			

German-speaking people were those most often reported enrolled in ESL classes, although Chinese-speaking people were the largest number in immigration figures.

The majority of immigrants coming to British Columbia in 1967 were from English-speaking countries.

TABLE XLV
IMMIGRATION TO BRITISH COLUMBIA IN 1967

Total	27,215
From English-speaking countries	<u>15,829</u>
From non-English-speaking countries	11,386
Less 25% children	8,539 adults

The total enrolment from the thirteen programs surveyed was 6,327, of which 446 had spent all or most of their lives in Canada. The 5,613 in ESL classes who had spent two years or less in this country represent approximately 66 per cent of the number of non-English-speaking adults immigrating to British Columbia in 1967.

The enrolments for men and for women are approximately equal, as is shown in the following:

N=7	Enrolment in ESL class		1967 immigrants	
	<u>numbers</u>	<u>per cent</u>	<u>numbers</u>	<u>per cent</u>
men	193	49	13,715	51
women	198	51	13,500	49

The programs surveyed are all conducted by school boards under the sponsorship of the Adult Education Branch of the Department of Education. All are supported financially by the Department of Education, four are supported as well by the local school board, and one receives money from the federal government.

The cost to the student ranges from seven to twenty dollars with an average charge of about ten dollars. The course hours vary between twenty and eighty; no relationship was found between cost to the student and number of hours of instruction.

In every program the classes begin in the autumn but five have classes which begin at other times as well. The time of day when classes are taught is shown below:

	Time of day		
	AM	PM	Evening
12 programs	4	3	12

Within most programs there are classes of more than one degree of difficulty (beginners, intermediate, advanced). Placement in a class depends mainly upon the teacher's opinion of the student's competence in English. On completion of the most advanced course, the student has an opportunity to progress to classes in a regular school or trade program in two of the twelve programs.

Teaching emphasis in the adult ESL programs in British Columbia is on the aural-oral aspects of language teaching; most teachers place secondary stress on reading and writing.

TABLE XLVI

EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING
IN ADULT ESL CLASSES IN BRITISH COLUMBIA

N=7	Textbooks			Teachers		
	Much	Some	Little	Much	Some	Little
Reading	1	4	2	1	7	1
Writing	1	4	2	0	7	2
Pronunciation	2	5	0	3	5	1
Speaking fluency	2	3	2	3	5	1
Listening	2	3	2	2	3	3
Literary App.	0	1	3	0	2	3
Grammar	0	4	2	1	5	2
Composition	0	2	2	0	4	2
Canadian culture	0	2	2	0	4	2

Textbooks used in the programs are chosen by both directors and teachers. Their choice is based mainly on the implied method of language teaching and on the practice materials provided. The textbook in most common use is Learning the English Language (see Appendix C).

Audio-visual aids are reported to be in widespread use in ESL classes in British Columbia. Three ESL programs have the use of language laboratories for their teaching.

TABLE XLVII

AUDIO-VISUAL EQUIPMENT USED IN ADULT
ESL CLASSES IN BRITISH COLUMBIA

N=12			Film and Filmstrip
Lang. Lab.	Tape Rec.	Rec. Player	Projectors
3	10	8	8

Teachers employed to teach adults in ESL programs in British Columbia are required to be fluent in English in most cases and to have a valid teaching certificate in about half the programs. Other requirements are shown in Table XLVIII.

TABLE XLVIII
ADULT ESL CLASSES IN BRITISH COLUMBIA: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

N=11 Teach- ing Cert.	Fluency	Requirements: Study in:			TESL	Adequate supply of TESL teachers?	
		Ling.	Mod. Lang.	Methods		Yes	No
6	10	5	2		2	11	0

Provincial Programs for students

The number of programs for teaching English as a second language to students in regular school programs is considerably smaller than the number of adult programs, both in terms of institutions surveyed (104 to 196) and institutions responding (70 to 139). A great percentage of the programs are concentrated in Ontario and Quebec. For this reason, the results are reported here not by provinces but by five main regions: the Maritime Provinces, Quebec, Ontario, the Prairie Provinces, and British Columbia.

The Maritime Provinces. There were no ESL programs for students found in Prince Edward Island or Nova Scotia. The only program in Newfoundland was one program in a private school in Labrador.

New Brunswick has a bilingual system of education, with English classes in its French-speaking system from grades one to grade twelve. Information about this program was obtained from the director of curricula for the French-speaking schools of the province.

The great majority of students in both the Labrador school and the New Brunswick school system are French-speaking Canadians. This is seen in the figures of Table XLIX.

TABLE XLIX

ENROLMENT BY LANGUAGES SPOKEN: STUDENT ESL
CLASSES IN THE MARITIME PROVINCES

	Number of Respondents reporting enrolments of:				
	1-20	21-100	101-500	501-1000	1000+
French Canadian			1		1
French	1				
Italian					
German	1				
Ukrainian					
Greek	1				
Polish	1				
Portuguese	1				
Hungarian					
Chinese					
Japanese					
Canadian Indian					
Eskimo					

The total enrolment of non-English speaking children for the Maritime Provinces was 59,524. (There were 110,845 English-speaking students).

No kindergarten programs were reported by either program director. The Labrador school teaches four levels (grades) of English

classes and New Brunswick has twelve. Both use formal testing to rate student progress.

The Labrator program provides more time for its ESL program in elementary school than in high school. New Brunswick increases the time allotment through elementary school to high school.

TABLE L
MARITIME PROVINCES
MINUTES PER WEEK DEVOTED TO ESL
TEACHING IN SCHOOL PROGRAMS

	Kindergarten	Grade 1-3	Upper Elementary	High School
Newfoundland	--	100	225	180
New Brunswick	--	120	200	250

Reading is stressed more in the elementary school programs, than in the high school where more emphasis is given to pronunciation and speaking.

TABLE LI
MARITIME PROVINCES
EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING

	Elementary School			High School		
	Much	Some	Little	Much	Some	Little
Reading	1	1			2	
Writing		1	1	1		1
Pronunciation		1	1	1	1	
Speaking fluency		1	1	1		
Listening		1	1	1		1
Literary App.			1	1	1	
Grammar	1	1		2		
Composition		2		1	1	
Canadian culture		2			2	

The materials for the ESL course are chosen, in both cases, by the teachers or by a committee of teachers. Their choice is made mainly on the type of language teaching suggested by the books. The director of the Labrador school felt that the texts used in their program were based on Canadian English while the director in New Brunswick said theirs were American.

The Labrador school has no language laboratory; the New Brunswick system has three in use for ESL teaching.

TABLE LII
MARITIME PROVINCES
AUDIO-VISUAL EQUIPMENT USED IN ESL TEACHING

	Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
Newfoundland	0	1	1	1
New Brunswick	1	1	1	1

In both ESL programs the teachers are required to have training in TESL as well as to have a teaching certificate and to be fluent in English.

TABLE LIII

ESL PROGRAMS FOR STUDENTS IN THE MARITIME PROVINCES:
TEACHER QUALIFICATIONS AND TEACHER SUPPLY

	Teach- ing Cert.	Fluency	Requirements:			Supply of teachers adequate?	
			Ling.	Study in: Mod: Lang.	TESL	Yes	No
Newfoundland	1	1	1	1	1	1	-
New Brunswick	1	1	-	1	1	-	1

The director of curricula for French-language schools in the New Brunswick Department of Education reported that there is a shortage of ESL teachers in his province.

Quebec. Within the Department of Education of Quebec there are two administrative systems, one Catholic and the other Protestant. The Catholic system is mainly French-speaking while the Protestant is almost completely English-speaking.

In the Catholic system there are fifty-five school units (commissions scolaires regionales) plus the city school boards of Montreal and Quebec City. Replies were received from thirty-nine of these fifty-seven school boards. The Protestant school board has eleven school boards but only those of Montreal and Quebec City have programs in ESL. Completed questionnaires were received from the directors of both these programs.

The total enrolment of non-English-speaking students in the Province of Quebec in 1967-1968 was 263,643. Of these, approximately 1800 were in ESL classes conducted by Protestant school boards.

The great majority of students in ESL classes in Quebec are French-speaking, although in one program (Montreal Catholic) there is a large number of Italian-speaking children as well. Unfortunately, information about the language background of students in the Montreal Protestant system was not received.

A breakdown by language spoken is given in Table LIV for the total provincial enrolment in ESL programs.

TABLE LIV
ENROLMENT BY LANGUAGES SPOKEN: STUDENT
ESL CLASSES IN QUEBEC

N=40	Number of Respondents reporting enrolments of:				
	1-20	21-100	101-500	501-1000	1000+
French Canadian			2	5	30
French	4	2	3		
Italian	4				
German	1				
Ukrainian					
Greek	1				
Polish					
Portuguese					
Hungarian					
Chinese		1			
Japanese					
Canadian Indian	3	1			
Eskimo					

None of the programs reported classes at the kindergarten level. The Protestant system has most of its classes at the elementary school level. The Catholic system gives more time to ESL classes in high school than to those in elementary school.

TABLE LV

QUEBEC
MINUTES PER WEEK DEVOTED TO ESL
TEACHING IN SCHOOL PROGRAMS

	Kindergarten	Grade 1-3	Upper Elementary	High School
N=2 Protestant	0	1-180 1-30	1-120 1-150	1-30 0
N=38 Catholic	0	1-60	5-90 1-100 3-185 5-120 1-80 2-135 1-240	150-1 185-28 200-3 250-1 225-3 270-1

No specific class levels were given for programs in the Protestant system where the aim of the classes is to prepare the student for entry into English-speaking classes. In the Catholic system, the most extensive program has eight levels. Both systems rely on formal tests and teacher opinion for placement of students in classes.

In the teaching of the programs, the high schools in the Catholic system stresses pronunciation and speaking more than do the elementary schools. The Protestant programs emphasize reading, writing, and Canadian culture more than do the schools in the Catholic system.

TABLE LVI
QUEBEC
EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING

	16 Elementary School (2P)			33 High School (1P)		
	Much	Some	Little	Much	Some	Little
Reading	3	6	4	P 10	23	2
Writing	P 1	P 7	7	4	P 18	11
Pronunciation	P 6	5	2	20	10	5
Speaking fluency	PP 8	3	5	P 20	9	7
Listening	7	5	3	16	9	9
Literary App.	0	1	7	0	9	16
Grammar	3	4	9 ^Q	13	14	9
Composition	-	1	7	1	10	20
Canadian culture	-	P -	9	1	P 11	17

The ESL programs to be taught in schools in Quebec are authorized by the Department of Education, but the selection of textbooks from among those authorized is made mainly by the director of the ESL program for the school unit. For both systems, this choice is reportedly made on the basis of the implied method of teaching.

As with the adult programs, the directors of the Catholic programs felt that most of their texts are based on American English.

Language laboratories are used for ESL teaching by half of the programs reported.

Although the two Protestant programs were in the cities of Quebec and Montreal, neither has the use of a language laboratory.

TABLE LVII
QUEBEC
AUDIO-VISUAL EQUIPMENT USED IN ESL TEACHING

	Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
Catholic	19	37	33	30
Protestant	0	2	2	2

In order to teach ESL in the schools of Quebec, fluency in English is the main qualification. In about a third of the programs, teachers are required to have studied linguistics and teaching methods for ESL as well.

TABLE LVIII
ESL PROGRAMS FOR STUDENTS IN QUEBEC: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

	Teach- ing Cert.	Fluency	Requirements: Study in:			Supply of teachers adequate?	
			Ling.	Mod: Lang.	TESL	Yes	No
36 Catholic	29	34	13	13	13	7	29
1 Protestant	1	1	1	-	1	0	1

An overwhelming majority of the directors of programs for teaching English as a second language to students in Quebec schools reported that there is a shortage of ESL teachers.

Ontario. Directors of seventeen of the twenty-seven ESL programs for students located in Ontario replied to the questionnaire. Unfortunately, no exact information was received about the extensive programs which exist in Toronto and Hamilton. The programs surveyed reported a total enrolment of 7,730.

A breakdown of this enrolment by languages spoken by the students is given in Table LIX. From the figures given it can be seen that the majority of students were French-speaking Canadians but that there were also large numbers of Italian and Portuguese students.

TABLE LIX

ENROLMENT BY LANGUAGES SPOKEN: STUDENT
ESL CLASSES IN ONTARIO

N=13	Number of Respondents reporting enrolments of:				
	1-20	21-100	101-500	501-1000	1000+
French Canadian	3				1
French	3				
Italian	8	2	1		
German	6				
Ukrainian	3	1			
Greek	5				
Polish	3	3			
Portuguese	3	2	1		
Hungarian	3				
Chinese	6				
Japanese	1				
Canadian Indian	1				
Eskimo					
Dutch	2				
Spanish	1				
Yugoslavian	3	1			
East Indian	1				
Swedish	1				
Turkish	1				
Czechoslovakia	4				
Other	3				

Ontario has two kinds of ESL programs, one in English-speaking schools and one in French-speaking schools. The latter program, referred to as 'anglais,' was being set up in 1968. The ESL programs at the high school level which are reported on in this study as in schools which come under this category.

The time allotted to the study of ESL varies with the grade level at school, as is shown in Table LX.

TABLE LX
ONTARIO
MINUTES PER WEEK DEVOTED TO ESL
TEACHING IN SCHOOL PROGRAMS

N=14	Kindergarten	Grade 1-3	Upper Elementary	High School
	1-100 1-150	1-60 1-100 1-125 1-150 1-180 1-200 1-225 4-all day	2-90 1-100 1-180 1-200 1-225	2-210 1-120

There are two kindergarten programs reported from Ontario. The majority of other classes are in the early grades in elementary school.

Placement in classes (other than 'anglais') and promotion into regular school or into a more advanced class, depends mainly on the teacher's opinion of the student's competence in English. Formal testing is used in the 'anglais' programs.

Teaching emphasis in the mainly-English-speaking schools is on

speaking and listening, but there is emphasis on reading as well since the aim is to fit the child into the regular school program. The high school programs reported emphasis on speaking and pronunciation with secondary attention to reading and writing.

TABLE LXI
ONTARIO
EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING

	Elementary School N=12			High School N=3		
	Much	Some	Little	Much	Some	Little
Reading	-	4	-	1	-	-
Writing	1	2	1	1	-	-
Pronunciation	2	2	1	1	-	-
Speaking fluency	2	2	-	1	-	-
Listening	1	2	-	-	1	-
Literary App.	-	1	2	-	-	1
Grammar	-	4	1	-	1	-
Composition	-	3	2	1	-	-
Canadian culture	-	-	3	-	-	1

The materials for teaching are in most cases chosen by the local directors of the programs and their choice is based on the implied method of teaching and the suitability of practice materials. One third of the directors felt the textbooks are based on American English.

Language laboratories are used in five of the programs reported.

TABLE LXII

ONTARIO
AUDIO-VISUAL EQUIPMENT USED IN ESL TEACHING

N=17	Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
	5	14	17	13

All directors of programs for teaching English as a second language in Ontario reported that teachers are required to have a teaching certificate and to be fluent in English. Training in TESL as well is required by over half of them.

TABLE LXIII

ESL PROGRAMS FOR STUDENTS IN ONTARIO: TEACHER
QUALIFICATIONS AND TEACHER SUPPLY

N=15	Teach- ing Cert.	Fluency	Requirements: Study in:			Supply of teachers adequate?	
			Ling.	Mod. Lang.	TESL	Yes	No
	15	15	7	4	9	10	5

One third of the directors said that the supply of teachers for ESL classes for students in Ontario is inadequate.

The Prairie Provinces. There were eight ESL programs for students located in the Prairie Provinces, two in Manitoba, two in Saskatchewan, and four in Alberta. The directors of all programs except one in a small school district in northern Alberta replied to

the questionnaires.

A total of 600 students was enrolled in these programs. They represented a wide range of linguistic backgrounds, as is shown in Table LXIV.

TABLE LXIV
ENROLMENT BY LANGUAGES SPOKEN: STUDENT
ESL CLASSES IN THE PRAIRIE PROVINCES

	Number of Respondents reporting enrolments of:				
	1-20	21-100	101-500	501-1000	1000+
French Canadian	4				
French	3				
Italian	2	1			
German	5				
Ukrainian	1				
Greek	2				
Polish	2				
Portuguese	3	1			
Hungarian	2				
Chinese	3				
Japanese	1				
Canadian Indian					
Eskimo					
Dutch	2				
Spanish	2				
Yugoslavian	2				
Turkish	1				
Other	4				

No Indians or Eskimos are reported in classes. The superintendents of schools for the northern areas of Alberta and Saskatchewan reported that they have many non-English-speaking Indian students, but that these students are scattered throughout small schools and are taught in ordinary classes.

Most of the programs reported are in upper elementary schools.

TABLE LXV
PRAIRIE PROVINCES
MINUTES PER WEEK DEVOTED TO ESL
TEACHING IN SCHOOL PROGRAMS

N=6	Kindergarten	Grade 1-3	Upper Elementary	High School
1 Manitoba		Full time - saturation program		
2 Saskatchewan			1-100 1-700-all ages in one group	
3 Alberta		1-600 1-summer school (6 weeks)	1-600 1-750	

Calgary has a summer school program for students of all ages but has no ESL classes during the regular school year. In Regina, one class is held during the winter for students aged eight to eighteen. These are non-English-speaking students drawn from all the public schools in the city. The only ESL program for students located in Edmonton is in a junior high school. Programs in Winnipeg are at both the elementary and high school level.

Most of the programs have classes at more than one level of difficulty, but it was not ascertained if a student is moved from one ESL class to another or whether, from his original placement he is moved back into regular school classes. A student's placement in a class seemed most often to depend on the teacher's opinion of the student's competence in English.

Teaching within these programs reportedly stresses the aural-oral aspects of language teaching, although in the high school program reading and writing are almost equally important.

TABLE LXVI

PRAIRIE PROVINCES
EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING

	Elementary School N=5			High School N=1		
	Much	Some	Little	Much	Some	Little
Reading	-	4	-	1		
Writing	1	2	1	1		
Pronunciation	2	2	1	1		
Speaking fluency	2	2	-	1		
Listening	1	2	-		1	
Literary App.	-	1	2			1
Grammar	-	4	1		1	
Composition	-	3	2	1		
Canadian culture	-	-	3			1

Textbooks used by the teachers in ESL programs are most often chosen by the school boards and the directors of the programs. Their choice depends mainly on the availability of the texts. The majority of directors felt that the books chosen are based on Canadian English.

Common audio-visual aids are used in all programs, but only the program in Winnipeg reported the use of language laboratories for ESL teaching. The number of laboratories so used was not given.

TABLE LXVII
PRAIRIE PROVINCES
AUDIO-VISUAL EQUIPMENT USED IN ESL TEACHING

N=7	Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
2 Manitoba	0	2	2	2
2 Saskatchewan	0	2	2	2
3 Alberta	0	3	3	3

Teachers in the ESL programs for students in the Prairie Provinces are all from the regular school system so all are fluent in English and all have a teaching certificate. Other qualifications required of teachers in ESL programs are shown in Table LXVIII.

TABLE LXVIII
ESL PROGRAMS FOR STUDENTS IN PRAIRIE PROVINCES:
TEACHER QUALIFICATIONS AND TEACHER SUPPLY

N=7	Teach- ing Cert.	Fluency	Requirements:			Supply of teachers adequate?	
			Ling.	Study in: Mod: Lang.	TESL	Yes	No
2 Manitoba	2	2	0	0	0	1	1
2 Saskatchewan	2	2	0	1	0	2	-
2 Alberta	3	3	1	1	2	3	-

The directors of almost all programs reported no shortage of ESL teachers in their areas.

British Columbia. Of eight ESL programs for students surveyed in British Columbia, the directors of three (including those in Vancouver and Victoria) replied to the questionnaire. The total enrolment reported as 1,072 students. A breakdown of this number by languages spoken by the students is given in Table LXIX.

TABLE LXIX

ENROLMENT BY LANGUAGES SPOKEN: STUDENT
ESL CLASSES IN BRITISH COLUMBIA

N=2		Number of Respondents reporting enrolments of:		
Victoria -New	Westminster	1-20	21-100	101-500
French Canadian		2		
French		-		
Italian		2		
German		1		
Ukrainian		-		
Greek		1		
Polish		-		
Portuguese		2		
Hungarian		-		
Chinese			1	
Japanese		-		
Canadian Indian		-		
Eskimo		-		
Spanish		1		
East Indian		2		
Other		3		

No information was received from Vancouver about the language backgrounds of the students, but immigration statistics would suggest that a large proportion of students are Chinese-speaking.

The teaching of ESL in British Columbia begins in elementary school, and continues with classes at different levels up to and

including high school as shown in Table LXX.

TABLE LXX
BRITISH COLUMBIA
MINUTES PER WEEK DEVOTED TO ESL
TEACHING IN SCHOOL PROGRAMS

N=3	Kindergarten	Grade 1-3	Upper Elementary	High School
Victoria	regular school taught in a special class Grade 1-3 in ordinary class			
Vancouver	whole day			
New Westminster	1/2 yr.	900	600	

Victoria has two sections for non-English-speaking students, one for the younger students and one for the older. Each section has a beginners and an advanced class.

New Westminster has two separate classes until the end of December when the students are put into regular school. There is one class for 7-10 year olds, and one for the 11-14 age group.

Vancouver has two levels, presumably one in elementary school and one in high school.

The teaching emphasis in both elementary and high school is on aural-oral work, with added stress on reading and writing in the high school. Other aspects stressed are noted in Table LXXI.

The textbooks used are chosen mainly by the teachers and mainly on the basis of implied method of language teaching. Most directors felt that the texts used are Canadian.

TABLE LXXI

BRITISH COLUMBIA
EMPHASIS GIVEN TO ASPECTS OF LANGUAGE TEACHING

N=2	Elementary School			High School		
	Much	Some	Little	Much	Some	Little
Reading		1		1	1	
Writing		2			1	
Pronunciation	1	1		2		
Speaking fluency	1			2		
Listening	1			2		
Literary App.		1	1		1	
Grammar		1		1	1	
Composition		1	1		1	
Canadian culture		1			2	

Language laboratories are used in two of the three programs.

TABLE LXXII

BRITISH COLUMBIA
AUDIO-VISUAL EQUIPMENT USED IN ESL TEACHING

N=3	Lang. Lab.	Tape Rec.	Rec. Player	Film and Filmstrip Projectors
Victoria	-	1	1	1
Vancouver	(8)	1	1	1
New Westminster	1	-	-	-

A teaching certificate and fluency in English were the main qualifications required of teachers in student ESL programs in British Columbia. There was no shortage reported.

TABLE LXXIII

ESL PROGRAMS FOR STUDENTS IN BRITISH COLUMBIA:
TEACHER QUALIFICATIONS AND TEACHER SUPPLY

N=3	Teach- ing Cert.	Fluency	Requirements:			Supply of teachers adequate?	
			Ling.	Study in: Mod: Lang.	TESL	Yes	No
Victoria	1	1	0	1	1	1	-
Vancouver	1	1	0	0	0	1	-
New Westminster	1	1	0	0	0	1	-

TEACHER TRAINING PROGRAMS

The directors of modern language sections of colleges of education of eleven universities whose calendars listed a course in English as a second language were contacted. All replied. Replies were received as well from the teacher training division of the Public Service Commission, from the Canadian Universities Service Overseas, and from the Ontario program sponsored jointly by the Department of Education and the Department of the Provincial Secretary and Citizenship.

The total enrolment for the above programs was 1,250. Of this number, 504 were in the programs restricted to members of the civil service and to overseas volunteers for CUSO. Another 230 were in the program open only to teachers from Ontario.

The largest enrolment in any one institution is in the University of New Brunswick.

TABLE LXXIV

ENROLMENT OF TEACHERS IN ESL COURSES
IN COLLEGES OF EDUCATION

Simon Fraser University	19
University of British Columbia	53
University of Moncton	27
University of Sherbrooke	60
University of Ottawa	24
University of New Brunswick	200
University of Laval	158
University of Alberta	34
University of Saskatchewan	54

The University of Montreal could provide no enrolment figure.

Twenty classes were held in the year, ten in the summer and ten in the winter. Six universities have summer school programs in addition to their regular winter programs.

Study of Linguistics and a course in TESL methods are included in the courses of all teacher training programs. Of the fourteen programs surveyed, eight teach the use of the language laboratory, and eight provide their students with the opportunity to do practice teaching.

Three universities, two of them French-speaking, offer a special ESL certificate to teachers on completion of the program.

The training provided by the teacher training agencies is in most cases intended for the teaching of ESL to any non-English speaker. One program (CUSO) is oriented especially to students overseas, one to teaching Indians and Eskimos (Saskatchewan) and two for teaching immigrants (Ontario government).

The requirements for entrance to the university programs are as

follows:

Teaching certificate	2
Course in linguistics	1
Three years Education	1
One year teaching Indians and Eskimos	1
University entrance	1
B.A. degree	2

Three directors did not answer this question.

A variety of textbooks (see Appendix C) are used in instructing the classes. Most respondents did not recommend to their students any specific books as teaching texts.

The type of method for language teaching mentioned by six of the eleven respondents is a modified aural-oral one. One university listed its choice as modified direct method, one a linguistically based method, and two said they did not insist on any particular method but used what they considered best from all methods.

SUMMARY OF COMMENTS

The data presented in this chapter is a summary of replies received in answer to specific questions asked in the three questionnaires. There was, however, other information contributed by respondents in the form of comments which was not included in the treatment of the data. A summary of comments from directors of ESL programs can be found in Appendix E, but some of the more commonly-expressed ones will be mentioned here.

Directors of programs from many areas of Canada commented that, in their opinion, the personality of the teacher dealing with adult students is very important, perhaps more important than the possession

of academic or professional qualifications. They seemed to feel that teachers trained to teach children were sometimes the least well-equipped to understand the psychology of the adult learner, and that the need for understanding was especially acute when the students were strangers in a strange land.

Other respondents wrote about the sense of professional isolation felt by ESL teachers. Many expressed the wish for opportunities to attend workshops and in-service training sessions.

Another frequent and widespread comment dealt with TESL training. Complaints were made that such training was not offered in enough institutions and in enough locations. What was offered was usually at an elementary level and no advanced training was possible. Many directors felt that some knowledge of TESL methods should be given to all teachers-in-training, and most particularly to those training to teach in elementary schools.

In the French-speaking school systems a large number of directors of ESL programs deplored the fact that many of their teachers did not speak English fluently. To remedy this situation there were suggestions that there be exchanges between French-speaking Canada and English-speaking Canada at the student, teacher-trainee, and teacher levels.

Finally, throughout Canada there were many demands for more and better teaching materials. While dissatisfaction with what was being used seemed quite general, very little was given in the way of suggestions for specific improvements. It was not clear if lack of good teaching materials was the problem or if the difficulty existed in the lack of information about available ESL textbooks and teaching aids.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine existing programs for the teaching of English as a second language in Canada in order to find answers to certain questions. To achieve this purpose, three questionnaires were constructed dealing with the school year June 1967 to June 1968: one for student ESL programs, one for adult ESL programs, and one for teacher training programs. The first two were mailed to the directors of ESL programs, programs other than those provided by private companies, private clubs or individuals. The questionnaire for teacher training programs was sent to the director of the modern language division of teachers colleges affiliated with a university which included a TESL class in its course of studies, and to certain other organizations. The percentage of returns for these questionnaires was 68 per cent for the student programs, 72 per cent for the adult programs, and 100 per cent for the teacher training programs.

In this chapter the findings of the study will be summarized and discussed in terms of the broad research questions posed in Chapter One. Some generalizations which take into account the limitations of the study will then be set forth as conclusions. Lastly, recommendations based on the conclusions will be presented.

QUESTION ONE: WHAT SEGMENT OF THE POPULATION IS ENROLLED IN ESL CLASSES?

Students. The federal government has under its jurisdiction approximately 40,000 students who study English as a second language.

Of this number, about 5,000 live in the Northwest Territories and 35,000 are Indians living within provincial boundaries.

School systems under provincial jurisdiction provide ESL classes for approximately 330,000 students, the great majority of whom are French-speaking students in Quebec and New Brunswick. French-speaking students are in the majority as well in every other province except British Columbia where the majority is Chinese.

Adults. Approximately 3,000 adults are enrolled in ESL classes sponsored and conducted by agencies of the federal government. Of these, 2,200 are in government services and the remainder are inmates of penitentiaries, members of the coastguard, and residents of the Northwest Territories. Again, with the exception of the program in the Northwest Territories where Indians and Eskimos are in the majority, French-speaking Canadians are present in overwhelmingly superior numbers.

ESL programs within the provinces have an enrolment of about 58,000. Once more, the total number for Canada as a whole consists mainly of French-speaking Canadians. Their numerical superiority holds true in five of the nine provinces which have ESL classes for adults.

In Quebec and New Brunswick more than half of those enrolled in adult ESL classes were women. In the rest of Canada, the converse was true.

Discussion

When the enrolment of students (370,000) is compared with the enrolment of adults (61,000) in ESL classes, it is found, not

unexpectedly considering the compulsory nature of education for children, that there are many more students of school age in ESL classes than there are adults.

In the field of ESL teaching, both the federal and provincial governments assume some responsibility for conducting classes. Federal responsibility for students is limited to residents of the Northwest Territories and to the Indian students in the provinces attending schools under direction of the Indian Affairs section of the Department of Indian Affairs and Northern Development. The provinces are concerned mainly with French-speaking students.

In ESL programs for adults, in the classes conducted by federal government agencies, those enrolled are mainly federal employees, the majority French-speaking. The great majority of other non-English speakers are the responsibility of agencies which conduct classes under provincial jurisdiction.

As might be expected in Canada, in most areas the majority of people in ESL classes are French-speaking Canadians.

Information given about the number of men and women in classes seems to suggest that in areas where English is the language of the community there are more men than women enrolled. Where French is the language of the community, the converse is true,

Assuming that the working language of the second type of community is French, there would appear to be little motivation for working men to learn English. The reasons for the women in the same community studying English might profitably form the subject of a future study.

QUESTION TWO: WHAT SEGMENT OF THE NON-ENGLISH-SPEAKING POPULATION IS NOT ENROLLED IN ESL CLASSES?

Students. The difficulty of acquiring statistics on the non-English-speaking population prevented the treatment of this question in reference to students in regular school programs. It might be noted, however, that respondents indicated that there were no ESL classes in the Yukon Territory or in the '10 per cent areas' of Prince Edward Island, Nova Scotia, Saskatchewan or New Brunswick.

Adults. According to the 1961 census, 3,489,866 people in Canada spoke French only. The same census indicated that approximately 34 per cent of all Canadians were under the age of fifteen, so about 2,500,000 adults in Canada were unilingual French-speaking Canadians. With this figure one can compare the total of 30,000 adults registered in adult ESL classes who had spent all or more of their lives in Canada.

The population in 1961 whose mother-tongue was either an Indian or an Eskimo language totalled 166,531. It is not known how many of these may have needed instruction in English. However, from the data received, members of these language groups were found in only eight programs within the provinces. In the Northwest Territories, from incomplete information obtained, one hundred adults from these groups were enrolled in ESL classes.

Immigrants to Canada in 1967 who were non-English-speaking¹ totalled 118,127, of whom approximately 88,000 were adults. In adult

¹See definition given in Chapter One, page

ESL classes in 1967-1968, 25,000 non-English-speaking adults were enrolled.

British Columbia was the province with the highest percentage of immigrants in its ESL classes. The language groups most poorly represented in classes on the basis of percentage of their numbers in immigration statistics were the Chinese in British Columbia and Newfoundland, the German in Alberta, Nova Scotia and New Brunswick, and the Portuguese in Quebec.

Discussion

The differences in the time periods being considered and the incompleteness of the information received by the survey make all numbers given only approximations. The data, however, does suggest discrepancies between the numbers of non-English-speakers and the numbers enrolled in ESL classes and it does raise more questions. For example, why is it so difficult to discover the non-English-speaking person? The Canadian census gives the number of French-speaking Canadians who do not speak English but it does not give the same information for Indians and Eskimos nor for immigrants to Canada.

The French-speaking population of Canada has been surveyed and found to be present in sufficient numbers in some areas to warrant instruction in their mother-tongue. In such areas, why are there no classes in English as a second language?

In French-speaking Quebec, where ESL has traditionally been a school subject starting in the elementary grades, the large numbers of non-English-speaking people reported raise some questions about the

efficacy of the program.

In view of the reportedly large numbers of non-English-speaking immigrants who do not enroll in ESL classes, it would be of value to have a follow-up study comparing the relative economic progress of those immigrants who enrolled with that of those who did not.

QUESTION THREE: WHERE ARE ESL CLASSES TAUGHT?

Students. Replies to the questionnaires indicated that there were no ESL classes for students in the schools of the Yukon Territory, Prince Edward Island, Nova Scotia, the island part of Newfoundland, or in the areas of Manitoba and Saskatchewan where 10 per cent or more of the population was French-speaking.

ESL was part of the curriculum of the schools in the Northwest Territories and of the schools administered by the Indian Affairs section of the Department of Indian Affairs and Northern Development. It was also a school subject in French-speaking schools of Quebec, New Brunswick, and parts of Ontario. In other schools in all parts of Canada its inclusion in the curriculum depended on local conditions. A complete list of those places where ESL school programs were located is found in Appendix A.

Adults. Of the three northern administrative districts, only two have adult education programs. Of these, information was received about one, the ESL program in the District of Mackenzie. The Department of Education for the Yukon Territory stated that it did not sponsor any ESL classes for adults.

Of the seven penitentiaries in Canada, (Dorchester,

St. Vincent de Paul, Kingston, Kingston Prison for Women, Stony Mountain, Prince Albert, New Westminster) all had ESL classes for inmates except Stony Mountain.

The Public Service Commission gives classes in six of the larger urban centres in Eastern Canada. Armed Forces personnel have special ESL classes at the Armed Forces School of Languages in St. Jean, Quebec, and cadets training for service in the coastguard have bilingual courses at their school in Sydney, Nova Scotia.

ESL programs within provincial jurisdiction are conducted mainly in the larger urban centres of Canada. The largest number of programs are in Ontario (see Appendix A). There were no adult ESL classes in the Yukon Territory, Prince Edward Island or in the French speaking areas in Nova Scotia, Saskatchewan or Manitoba.

Discussion

The existence of ESL programs in almost all provinces and federal territories seems to suggest that the need for teaching English as a second language is a matter of national concern.

While no ESL classes were found in the '10 per cent areas' of Prince Edward Island, Nova Scotia, Saskatchewan, or Manitoba, it would be of interest to have a study of the kind of programs presented in schools in these areas where at least ten per cent of the people are French-speaking.

QUESTION FOUR: WHAT AGENCIES SPONSOR AND/OR CONDUCT ESL PROGRAMS?

Students. For students of school age, all programs were under the jurisdiction of either the federal or provincial governments.

ESL programs for students in the Northwest Territories and for Indian students attending federal schools in the provinces were sponsored and conducted by the federal government. ESL programs for other students in Canada were sponsored and conducted by local, private or public school boards.

Adults. The federal government sponsored and conducted ESL classes for members of the civil service, the armed forces and the coast guard, for residents of the Northwest Territories, and for inmates of the penitentiaries.

The federal government sponsored and financially supported other ESL classes in the following two ways:

1. Under provisions of the Adult Occupational Training Act, the federal government sponsored and paid for ESL classes as part of the job training programs of the Department of Manpower and Immigration.

2. Under agreements which may be made by provincial legislatures and the Secretary of State, the federal government paid up to 50 per cent of the provinces' contribution towards language teachers' salaries and up to 100 per cent of the cost of textbooks used in the ESL programs.

Adult ESL programs under provincial jurisdiction were under the direction of the various departments of education except in Ontario where they came under the Department of the Provincial Secretary and Citizenship. These programs were most commonly conducted by school boards and were sponsored by one, or a combination, of school boards, provincial governments, the federal government, and private

institutions. In some programs, the adult student paid part of the cost. This amount varied from five dollars to thirty dollars for a beginner's course. No relationship was evident between the cost to the student in a program and the number of hours of instruction in the same program.

Discussion

The fact that federal and provincial government agencies have assumed responsibility for providing facilities for the teaching of English as a second language indicates that such programs are considered to be a public responsibility.

The varying degrees of financial responsibility passed on to the adult learner by agencies in different parts of the country raise two questions:

1. Since the federal government's offer to share in the cost of ESL programs is open to all provinces, why is it necessary for some students to pay more than others?

2. Since all people living in Canada have the same rights to Canadian citizenship, should something so important as the opportunity to learn English cost the individual more in one region of the country than in another?

3. Since the federal government's offer of financial assistance to adult ESL programs is open to everyone, why do certain provinces appear reluctant to take steps to provide such programs?

QUESTION FIVE: WHEN ARE ESL CLASSES TAUGHT?

Student Programs. All ESL programs surveyed were found to have

their classes as part of the school day. Students in programs conducted by federal agencies begin to study ESL in Kindergarten and continue until judged capable of joining regular school classes in the case of those in the Northwest Territories, or until grade eight in the case of students in federal Indian schools. Classes in penitentiaries are continuous while those for coastguard cadets are part of a four year program. The programs of the Public Service Commission and The Canadian Forces Language School are whole day programs each lasting a specified number of weeks and each starting at different times of the year. Classes in the adult program in the Mackenzie District begin in the fall and are either fulltime day classes or bi-weekly evening classes for a five month period.

Within the provinces, of 127 program surveyed, 117 had evening classes and 24 had daytime classes. Every program had classes which began in the fall, and 53 had classes which began at other times of the year as well.

Discussion

The scheduling of ESL classes mainly in the very early grades in English-speaking school systems suggests a problem which deserves investigation. Not all children immigrating to Canada are just starting school: what becomes of the older non-English-speaking child? Is he placed in a beginner's class with young children; is he left in a regular class and expected to manage as best he can, or does he drop out of school?

In the French-speaking communities of Quebec there seemed to be

provision for more ESL classes in the upper school grades than in elementary school. This emphasis is not in harmony with current research and opinion which holds that the younger child has the greater facility for language learning.

The majority of ESL classes for adults were held in the evening commencing in the autumn. Since immigration is not seasonal, and since not all adults (for example, women) are free in the evening, it can be questioned if this scheduling is based on the real needs of the non-English-speaking population or simply on administrative convenience.

QUESTION SIX: WHAT IS THE INTERNAL ORGANIZATION OF ESL PROGRAMS?

Student Programs. In English-speaking school systems. ESL programs were found mainly in the early school grades. In the Northwest Territories and in some places in Ontario there were ESL classes in Kindergarten as well.

In French-speaking school systems reporting ESL was taught as a school subject from grades one to twelve in New Brunswick and Ontario and from grade four to eleven in Quebec. There were no ESL Kindergarten classes in these systems.

Decisions regarding placement of students in ESL classes were based, in the English-speaking systems, primarily on the teacher's opinion of the student's competence in English. In the French-speaking systems, placement depended mainly on formal testing similar to that for other school subjects.

Adult Programs. Most ESL programs for adults consist of classes at more than one level of difficulty (beginners, intermediate and

advanced). At the beginners level, the number of course hours in different ESL programs varied from 20 to 1,250.

In most Adult ESL classes there was no formal testing program. Decisions about placement of an adult in a certain ESL class were often based on the student's or the teacher's assessment of the former's oral competence in English. The student's mother-tongue was a factor in only very few cases.

For two-thirds of the programs, completion of the classes did not give the student any standing in the local school system or in any trade.

Discussion

ESL programs for students appear to differ in internal organization according to the outcomes expected, and these varied with the language of instruction in the school system. In English-speaking systems, the aim was to prepare the student for regular English-speaking classes and this was undoubtedly one of the basic factors behind the concentration of ESL programs in the early school grades. In French-speaking systems, ESL classes were part of a regular school program, one of the academic subjects, parallel with first-language classes.

In most cases there appears to be no articulation between ESL classes and classes in the regular school program or in a trade. This might suggest a review of the role of ESL classes in the community's regular education system.

QUESTION SEVEN: WHAT TEACHING MATERIALS ARE USED?

Student Programs. Students in the Northwest Territories were taught with ESL materials prepared by the Northern Development section of the Department of Indian Affairs and Northern Development. Indian students attending federal school within the provinces used books and materials prepared by the staff of the Indian Affairs section of the same Department. Both sections reported that their schools were well-equipped with audio-visual aids.

Of ESL programs within the provinces only twenty-eight used language laboratories, although other audio-visual teaching equipment was quite common. Of the twenty-eight programs using the laboratories, twenty-three were being used in Quebec.

An extensive list of ESL textbooks (see Appendix C) was supplied by the directors of programs. Except for the books prepared especially for their students by the Department of Indian Affairs and Northern Development, most textbooks were used for both student and adult classes.

For a majority of the ESL programs it was the director who chose the textbooks used. The directors in French-speaking systems seemed to feel that their textbooks were based on American English, while most directors in English-speaking systems felt that theirs were based on Canadian English.

In response to the question, "If you, as director, chose the textbooks, was it mainly because of:

- a) availability
- b) the implied method of language teaching

- c) the suitability of practice materials
- d) the ideas and values expressed in them
- e) other reasons (please specify).

Directors of ESL programs in the Prairie Provinces most frequently answered 'availability.' Directors in other provinces seemed to give more often 'the implied method of language teaching' as the basis for their choice.

Adults. Most ESL programs conducted by federal government agencies appear to be well-equipped with audio-visual instructional aids. The one exception is the penitentiaries where only two respondents reported the use of a language laboratory. These same two reported the use of an audio-lingual teaching method.

Members of the teaching staff of the Language Bureau of the Civil Service Commission have prepared their own teaching materials and ESL course. All other federal agencies use commercially prepared American textbooks.

Within programs under provincial jurisdiction, of 125 programs reporting, twenty-three used language laboratories. Of these only six were in programs west of Ontario.

In ESL programs for adults in five of the nine provinces which have programs, it was reported that Learning the English Language, the book supplied free of charge by the Department of Manpower and Immigration, is the most commonly used text. However, the reason most often given for the choice of a text in provinces other than the three Prairie Provinces was the implied method of language teaching. In the

three Prairie Provinces, availability of textbooks was the main factor.

In Manitoba and New Brunswick, the teachers in the programs are the most important agents in choosing teaching materials. In Saskatchewan and Nova Scotia the sponsor of the program chooses the materials and in the remaining provinces the directors of the programs, together with the teachers, make the decision.

Discussion

While the federal Department of Indian Affairs and Northern Development has created teaching materials which have taken into consideration the student's particular language problems, social environment and age levels, it was learned that the two ESL books were not the result of a co-operative effort. This is an interesting finding, possibly worth pursuing in view of the fact that while the environment is not identical in the two ESL programs, the proliferation of services may not have been absolutely necessary.

The textbooks used in the French-speaking systems was described by the directors of these programs as being based on American English. If, we are looking toward a feeling of mutual co-operation across the land, one of the basic tools of communication should reflect those special idiosyncracies that will come from using materials having an English-speaking Canadian flavour.

In most ESL programs other than those under the Department of Indian Affairs and Northern Development it appears that the same textbooks are used for student and adult classes. Differences in interests, let alone the implications from psychology would seem to suggest the

necessity for the creation of other materials.

The often-chosen reason for choosing a textbook was given as its availability. The question arises as to what is the meaning of availability: cost? lack of knowledge about other books? It is a weakness of this study that no answers are provided to these questions.

In most school systems, textbooks are now being supplemented by technological aids. This is particularly true in the field of second language teaching where language laboratories are becoming more and more common. However, it appears that the use of these teaching aids has as yet been little applied to the teaching of English as a second language.

QUESTION EIGHT: WHAT IS THE CONTENT AND WHAT IS THE TEACHING EMPHASIS OF ESL PROGRAMS?

Students. Both programs under the direction of the federal Department of Indian Affairs and Northern Development stressed aural-oral skills. The content of the two courses was prepared separately by the two sections of the Department and was related to the student's environment and age level.

Schools within provincial systems also report that their teaching emphasis is on hearing and speaking the language. This emphasis is reportedly greater in high school than in elementary school. The aspect of language least stressed in most programs is Canadian culture.

Adults. Programs under the federal government, especially those in the Northwest Territories and the Civil Service stressed hearing and speaking English. Classes in the Armed Forces School of Languages

taught reading as well; the coastguard went from oral to written; and the penitentiaries had to emphasize writing because of the stated necessity of using correspondence courses published in English.

Directors of programs within provinces also stated that teachers in their programs favoured the aural-oral teaching method.

Ontario places more emphasis on teaching Canadian culture than do other provinces. In the latter, this subject was considered relatively unimportant.

Discussion

It is noted that, except for those in Ontario, the great majority of ESL programs in Canada did not appear to consider as important the teaching of Canadian culture. Can languages, however, be disassociated from the people who speak them? Is it possible that ESL teachers are neglecting an opportunity to fill an important need by failing to make the English-speaking Canadian's way of life more understandable to his fellow citizens?

While most respondents indicated that teaching in their programs was based on aural-oral principles, no specific information was asked about each individual respondent's concept of this method. It may be that the term 'aural-oral' is a term imperfectly understood by the teaching staff. The contradiction often noted between the teaching method selected and the teaching methods implied in the textbooks chosen suggest that further investigation could be done.

QUESTION NINE: WHAT ARE TEACHER QUALIFICATIONS? IS THE SUPPLY OF TEACHERS ADEQUATE?

Students. The federal Department of Indian Affairs and Northern Development required its teachers to be fluent in English and to possess a valid teaching certificate from a Canadian province. It preferred teachers to have some training in TESL, but this was not compulsory. The directors of both programs felt that the supply of teachers was adequate.

Of sixty-two programs in the provinces reporting this information, all required of their teachers fluency in English, and most required a teaching certificate as well. Twenty-three required some background in linguistics, twenty-two some training in the teaching of some modern language, and twenty-eight required specific training in TESL.

More qualifications were required of ESL teachers in the French-speaking school systems and in the school systems of Ontario than in the rest of Canada. The same school systems reported the greatest shortage of trained teachers. In Canada as a whole, of sixty-four programs reporting, thirty-seven indicated that the supply of teachers was not adequate.

Adults. Teachers in adult ESL programs under federal government jurisdiction were required to be fluent in English. Two of the agencies required a teaching certificate as well, but no other qualifications were asked for.

Of 119 reporting, 97 directors said that their programs required fluency in English, 88 required a teaching certificate, 48 asked for

training in linguistics, 35 asked for training in the teaching of some modern language, and 44 asked for training specifically in TESL.

Of the 119 directors, 34 said that the supply of teachers was inadequate. Shortages were reported in every province except British Columbia and Newfoundland.

As with student ESL programs, the programs demanding the most qualifications of their teachers were those in the French-speaking school systems and the school systems of Ontario. These three systems also reported the greatest shortage of teachers.

Discussion

The directors of ESL programs in French-speaking areas seemed to require many more academic qualifications of their teachers than did directors in English-speaking areas. Since it is not known to be easier to teach English to Indians or Eskimos or to immigrants, the question arises as to whether there was a difference in the quality of the two kinds of programs or if there was a difference in the results expected.

In those areas where very few qualifications were demanded of teachers, the directors of ESL programs, understandably enough, said that the supply of teachers was adequate. However, across Canada, a third of the directors responding said that there were insufficient ESL teachers to meet the need.

QUESTION TEN: WHAT TEACHER TRAINING FACILITIES EXIST?

In 1967-1968, there were 1,250 teacher trainees enrolled in fourteen training programs. Of the 1,250, 504 were being trained in

institutions other than universities for teaching in private programs (CUSO, Armed Forces, Civil Service). Most of the remainder were studying at eleven universities, five of which were French-speaking institutions. Only 160 teachers were being trained in English-speaking universities.

The twenty-seven programs conducted by all institutions were divided equally between winter and summer sessions. There were six universities offering summer school as well as regular winter sessions.

Most of the directors of the programs indicated that they favoured a modified aural-oral approach to language-teaching. All programs included classes in linguistics and TESL methods, and half of them provided practice teaching experience in TESL as well.

Programs in TESL at universities were taught at a fairly senior level. Half of the universities offering such a program required the equivalent of three years university work as prerequisite to taking the course. Three universities awarded a specialist's certificate on successful completion of the TESL course.

Most programs offered non-specialized TESL classes, that is, the method taught was not specialized for the teaching of English to any particular age or language group. An exception was the program at the University of Saskatchewan which concentrated on training teachers to teach Indians and Eskimos.

Discussion

From the information supplied by teacher training colleges it appears that in one year there is a ratio of about one to fifty between

teacher-trainees and those in ESL classes.

It appears that some investigation might be made as to the degree to which present teacher-training facilities meet the need for ESL teachers.

Very few of those being trained attend classes conducted by English-speaking Universities. French-speaking trainees have the additional handicap of learning English, so that it would appear more efficient to train native speakers of English. Also, it seems fair to add that from the point of promoting understanding between the two main cultures of Canada, it would seem reasonable that English-speaking Universities should assume more of the responsibility of providing ESL teachers across Canada.

While the language taught cannot be separated from the culture which produced it, the culture of those to which it is being taught is also a consideration. Comments by several directors of programs indicated that they would like teacher-training to stress sociology and contrastive linguistics so that teachers would understand better the learning problems of those to whom they teach. They asked also for the teaching of adult psychology so that teaching at this level would be more efficient. Information gathered from this survey indicated that few teacher-training institutions differentiate their training by the language background of the prospective students, and none provided specific training for those planning to teach adults.

The prerequisite education and training demanded by teacher-training institutions seems to suggest that only students at a fairly advanced level at University are admitted to ESL courses. Since it is

unfortunately often true that the less-well trained are placed in elementary schools, it appears that while young children could benefit the most by early training in ESL, their teachers are the least likely to have training in this discipline.

CONCLUSIONS

It would appear from the data presented here that the need for ESL classes in Canada is well-supported if only on the basis of the already large enrolments reported in such classes and the fact that so many different agencies are expending resources and manpower to meet these needs.

Admitting the necessity for such classes, and while taking into consideration the limitations of this study, it would appear that the following conclusions are both warranted and relevant. These conclusions are given in relation to the factors considered to the formulation of a program of studies.¹

The Nature of the Clients

1. The finding that many non-English-speaking immigrants are not enrolled in ESL classes suggests the necessity of a study of motivations for learning the official languages in Canada. Such a study might indicate that the successful achievement of a formal minimal standard of proficiency in French or English be a requirement for Canadian citizenship.

¹Supra, p

2. The lack of articulation between ESL classes and regular classes in local educational systems commonly found suggests also the necessity of a study of the language-learning motivations of immigrants to Canada, since Canadian educational credentials are widely accepted as essential to upward social and occupational mobility.

3. The finding that placement of a student in an ESL class was seldom influenced by considerations of the student's mother-tongue, educational background, or previous knowledge of English suggests that the importance of these factors in language learning are not fully appreciated by those conducting ESL programs.

4. The finding that adults and children of school age usually taught with the same instructional materials and with the same methods suggests that those conducting ESL programs are not aware that the psychology of learning is different for these two age groups.

The Views Held on the Knowledge to be Presented and on the Learning Process.

1. The finding that the federal government contributes financially to a large proportion of ESL programs for adults leads to the conclusion that the Canadian government considers that the teaching of one of the official languages is of national importance.

2. The reported lack of reference to (English-speaking) Canadian culture in most ESL classes, when it is generally accepted that language cannot be divorced from the culture which produced it, suggests that those providing classes need to define the aims of ESL teaching in Canada.

3. It is reported that most ESL teachers consider that to know a language is, basically, to have the ability to understand and to speak it. However, the type of textbooks chosen and the relatively few audio-visual aids used suggest that these stated objectives may not be the ones which would naturally lead to the actual teaching done in the classroom.

4. The absence of objective criteria both for student placement and for evaluating student achievement suggests that there may be a lack of application of the facts about the structure of the English language.

5. Further insufficient use of linguistic study, particularly of contrastive linguistics, is suggested by the reported use of identical teaching materials for all language groups.

6. The majority of ESL classes reported from Quebec were at the high school level. Coupled with the finding that TESL training is probably more likely to be common among high school teachers than among elementary school teachers, this suggests that the emphasis in language teaching is being placed at the wrong age level. Modern research in language learning maintains that the facility for learning languages is greater in the child of elementary school age.

School Organization and Instructional Facilities

1. The scheduling of ESL classes, both by time of day and by time of year, suggests that administrative convenience might be a larger factor in arranging ESL classes than are the needs of the students.

2. The reported minimal qualifications required by ESL teachers implies that those conducting ESL programs have doubts as to the equivalence of ESL teaching with other language teaching and, in general, with other subjects in the curriculum.

3. The finding that relatively few ESL teachers are trained in English-speaking universities, even though there is a reportedly severe shortage of ESL teachers in many parts of Canada, suggests that these teacher training institutions do not have a national outlook on education.

RECOMMENDATIONS

Since this was an initial exploratory study into a very large and unwieldy area of investigation, and since the resources available to the investigator were very limited, this report tends to have raised more questions than it has answered. These questions have been referred to at many points throughout the study. On the whole it could be stated that each of these questions, including the ones already researched in this report, deserve more intensive analysis.

However, several major recommendations based on this report are worth proposing:

1. There is a need for increased communication about the teaching of English as a second language among all those responsible for such programs, whether they be administrators or teachers, across the country.

2. There appears to be a real need for the development of materials having the necessary elements basic to meeting the needs of

students at different developmental levels and possible from different linguistic backgrounds.

3. There is a need for continuing study to determine and devise methods of instruction that are most efficient in meeting the special needs of learners of different levels of development and of instruction as well as those of different linguistic backgrounds.

4. There is a need to establish carefully the criteria which will determine the kinds of qualifications that teachers instructing ESL learners at different developmental levels, instructional levels, and of different linguistic backgrounds should possess.

5. There is a need to ensure that teacher-training facilities be expanded so that the facilities necessary for provision of the training basic to the qualifications required are equal to the task.

6. There is a need for agencies involved in adult education to determine the adequacy of their own programs in the light of available information about the language-teaching process.

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APPENDICES

APPENDIX A

Form letters

Questionnaires

List of Organizations Contacted

Dear Sir:

I am a graduate student in Secondary Education at the University of Alberta, and I am doing a survey on the teaching of English as a second language in Canada.

Would you be good enough to tell me if there are any programs for the teaching of English to non-English-speaking children or adults in your area?

If you do have such programs, would you please tell me the name of the director?

I would very much appreciate having this information.

Yours truly,

G. S. Newsham,
Graduate Student,
Department of
Secondary Education.

GSN:io

Le 4 juin, 1968

Cher collègue,

Professeur graduée en éducation, préparant une enquête sur "l'anglais comme langue seconde au Canada", je vous demanderais d'être assez aimable de vouloir prendre connaissance et de répondre aux questionnaires ci-inclus en me le renvoyant dans les meilleurs délais, afin de pouvoir entreprendre ce travail de recherche concernant ma thèse intitulée: "A Survey of the Teaching of English as a Second Language in Canada".

Je sais qu'en cette période de fin d'année scolaire, vous êtes certainement très occupé, et surtout cette année quand il y a question de grève parmi les professeurs de Québec. Dans ces circonstances-ci, je regrette de vous déranger, mais j'espère que c'est possible que vous trouviez le peu de temps de me rendre ce service.

Je vous remercie vivement de votre compréhension et de votre coopération.

Croyez, cher collègue, à mes sentiments les meilleurs.

G. S. Newsham

I am a graduate student in Secondary Education at the University of Alberta, and I am doing a survey on the teaching of English as a second language in Canada.

Would you be kind enough to fill in the enclosed questionnaire? I have tried to make it easy to answer, and I have included a stamped, self-addressed envelope.

I would very much appreciate your co-operation.

Yours sincerely,

G. S. Newsham,
Graduate Student,
Department of
Secondary Education.

GSN;io

ENGLISH AS A SECOND LANGUAGE IN CANADA

Questionnaire for directors of classes for students
in a regular school program
June 30, 1967 to June 30, 1968

A. STUDENT POPULATION

1. What is the total student enrolment in your supervisory area? _____
2. Assuming a definition of a non-English-speaking student to be: "a student whose ability to speak and understand English is not sufficient for ordinary age-grade placement in a school where the language of instruction is English", how many non-English-speaking students have you in your system? _____
3. If you have classes composed entirely of non-English-speaking students, indicate how many periods a week each class meets.

Write in the length in minutes of each single class in English-as-a-second-language.

Class periods per week	Kindergarten (Min.)	Grades 1-3 (Min.)	Upper Elementary (Min.)	High School (Min.)
One				
Two				
Three				
Four				
Five				
Six or more				

4. If you have both English and non-English speakers in the same class, how much of the class period is generally allotted to exclusive instruction of the non-English speakers in the English language? (check one)

A. We do not have this situation _____

B. No time is allotted _____

C. Total of less than 1 full class period per week _____

D. Total of 1 to 2 full periods a week _____

E. 3 to 4 full periods a week _____

F. More than (E) (please specify) _____

5. In the left column, check the native languages represented among your non-English-speaking students.

In the columns to the right, if the information is known, check the number of students taught from each language group.

	1-20	21-100	101-500	501-1000	1000+
<input type="checkbox"/> French (Cdn.)					
<input type="checkbox"/> French					
<input type="checkbox"/> Italian					
<input type="checkbox"/> German					
<input type="checkbox"/> Ukrainian					
<input type="checkbox"/> Greek					
<input type="checkbox"/> Polish					
<input type="checkbox"/> Portuguese					
<input type="checkbox"/> Hungarian					
<input type="checkbox"/> Chinese					
<input type="checkbox"/> Japanese					
<input type="checkbox"/> Cdn. Indian					
<input type="checkbox"/> (specify)					
<input type="checkbox"/> _____					
<input type="checkbox"/> _____					
<input type="checkbox"/> _____					
<input type="checkbox"/> Eskimo					
<input type="checkbox"/> Others					
<input type="checkbox"/> (specify)					
<input type="checkbox"/> _____					
<input type="checkbox"/> _____					
<input type="checkbox"/> _____					

6. How many of the students identified as non-English speakers

a. spent most or all of their lives in Canada _____
 b. are recent arrivals (2 years or less) _____

7. In the areas where your students live, is it necessary for everyday living that the students speak English? (check one)

Canadians New Arrivals

Some of the time
 Most of the time
 Not at all

PROGRAMS

1. Are classes in English-as-a-second-language given as part of the regular school day? Yes___ No___

2. Do you have available for use in teaching English-as-a-second-language (please check)

Language laboratory

Yes___ No___

Tape recorders

Yes___ No___

Record players

Yes___ No___

Film and film strip projectors

Yes___ No___

(give number if possible)

3. Do you have a series of courses at different degrees of difficulty? Yes___ No___

a. number of levels _____

b. does one lead to the next because of textbooks used _____

or because of course outline _____

c. on what does a student's placement in a level depend?

formal tests _____

teacher's opinion _____

other (specify) _____

4. What textbooks do you use? (not supplementary reading)

Grade level	Text	Author	Publisher	Date and place of publication
----------------	------	--------	-----------	-------------------------------------

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5. Were the textbooks chosen by: (check one)
- a. the Department of Education _____
 - b. the local school board _____
 - c. the director _____
 - d. other (please specify) _____
6. If you, as director, chose the textbooks, was it mainly because of: (check one)
- a. availability Yes _____ No _____
 - b. the implied method of language teaching Yes _____ No _____
 - c. the suitability of practice materials Yes _____ No _____
 - d. the ideas and values expressed in them Yes _____ No _____
 - e. other reasons (please specify) _____
7. In your opinion, the textbooks are based on: (check one)
- a. Canadian English _____
 - b. British English _____
 - c. American English _____
8. What emphasis is given the following aspects of language teaching by the textbooks used?
(Much = 50% or more; Some = 11-49%; Little = 0-10% of the time)
- | | Elementary | | | Secondary | | |
|-------------------------|-------------|-------------|---------------|-------------|-------------|---------------|
| | <u>Much</u> | <u>Some</u> | <u>Little</u> | <u>Much</u> | <u>Some</u> | <u>Little</u> |
| Reading | | | | | | |
| Writing | | | | | | |
| Pronunciation | | | | | | |
| Speaking fluency | | | | | | |
| Listening | | | | | | |
| Literary Appreciation | | | | | | |
| Grammatical knowledge | | | | | | |
| Composition | | | | | | |
| Canadian life & culture | | | | | | |
| Other (please specify) | | | | | | |

ENGLISH AS A SECOND LANGUAGE IN CANADA

Questionnaire for directors of programs for adults
June 30, 1967 to June 30, 1968

ADULT STUDENTS

1. How many students have you enrolled in your classes?

Men _____ Women _____ Total _____

2. In the left column below, check the native languages represented among your non-English-speaking students.

In the columns to the right, if the information is known, check the number of students taught from each language group.

	1-20	21-100	101-500	501-1000	1000+
_____ French (Cdn.)					
_____ French					
_____ Italian					
_____ German					
_____ Ukrainian					
_____ Greek					
_____ Polish					
_____ Portuguese					
_____ Hungarian					
_____ Chinese					
_____ Japanese					
_____ Cdn. Indian					
_____ (specify)					

_____ Eskimo					
_____ Others					
_____ (specify)					

3. How many of your students

1. spent most or all of their lives in Canada _____
2. are recent arrivals (2 years or less) _____

4. In the area where the majority of your students live, is it necessary to everyday living that the students speak English? (check one)

	<u>Canadians</u>	<u>New Arrivals</u>
Most of the time		
Some of the time		
Not at all		

5. At the beginning of the course, is any attempt made to separate students into classes by: (check one)

- | | | | | |
|--------------------------------------|-----|-----|----|-----|
| a. native language | Yes | ___ | No | ___ |
| b. educational level in own language | Yes | ___ | No | ___ |
| c. tested fluency in English | Yes | ___ | No | ___ |
| d. other means (please specify) | | | | |

PROGRAMS

1. How many classes have you

a. per year	___
b. at one time	___

2. When are your classes held

Morning	___	time:	___	to	___
Afternoon	___		___	to	___
Evening	___		___	to	___

3. How many times per week do the classes meet? ___

4. Each course last for ___ weeks.

5. The classes begin in

autumn	___	spring	___
winter	___	fall	___

(If classes begin more than once in the year, please indicate.)

6. Is the program subsidized? Yes ___ No ___

By whom ___
To what per cent of the cost ___

7. What is the cost of the program to the student?

\$ ___ for ___ weeks

8. On completion of the course, does the student receive

- | | | | | |
|--|-----|-----|----|-----|
| a. a certificate stating that he completed so many hours of course work? | Yes | ___ | No | ___ |
| b. a certificate recognized by the local school board for placement in the regular school program? | Yes | ___ | No | ___ |

9. On completion of the course, does the student have the opportunity to

- | | | | | |
|---|-----|-----|----|-----|
| a. write an examination for entrance to some educational institution? | Yes | ___ | No | ___ |
| b. write an examination for advancement in a trade? | Yes | ___ | No | ___ |

10. Do you have a series of courses for students at different levels of difficulty? Yes___ No___

- a. number of levels _____
 b. Placement in, or advancement to, a level depends on:
 student's opinion of his competency in English _____
 teacher's opinion of student's competence _____
 formal testing _____

11. Do you use in your programs

- a. language laboratory Yes___ No___
 b. tape recorders Yes___ No___
 c. record players Yes___ No___
 d. film and film strip projectors Yes___ No___

12. What books do you use as the basis for instruction?

Title	Author	Publisher	Place and date of publication
•			
•			
•			
•			
•			
•			
•			
•			
•			

13. Were the books chosen:

1. by the sponsor of the program Yes___ No___
 2. by the director of the program Yes___ No___
 3. by the teachers of the program Yes___ No___
 4. by others (please specify)

14. If you, as the director, had the choice of books, were they chosen mainly because of (check one)
- | | | |
|---|------------------------------|-----------------------------|
| a. availability | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. the implied method of language teaching | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c. the suitability of practice materials | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d. the ideas and values expressed in the material | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e. other reasons (please specify) | | |
15. In your opinion, the textbooks are based on: (check one)
- | | |
|---------------------|--------------------------|
| a. Canadian English | <input type="checkbox"/> |
| b. British English | <input type="checkbox"/> |
| c. American English | <input type="checkbox"/> |
16. What emphasis is given the following aspects of language teaching:
- (Much = 50% or more of the class time)
 (Some = 11-49% of the class time)
 (Little = 0-10% of the class time)

As suggested
by textbooks

As mainly used
by teachers

Much Some Little

Much Some Little

Reading

Writing

Pronunciation

Speaking Fluency

Listening

Literary Appreciation

Grammatical Knowledge

Composition

Canadian culture

Other (please specify)

TEACHERS

1. Are you as director of the English-as-a-second language program consulted before a teacher is hired to teach this subject? Yes___ No___
2. Are the teachers who are accepted required to:
 - a. possess a valid teaching certificate? Yes___ No___
 - b. show some proof of fluency in spoken English? Yes___ No___
 - c. show some proof of formal study in the structure of language (linguistics)? Yes___ No___
 - d. show some proof of formal study in a methods course
 1. in the teaching of any modern language Yes___ No___
 2. in the teaching of English as a second language? Yes___ No___
3. Is the supply of teachers adequate? Yes___ No___
4. In your opinion, are there serious defects in the training possessed by the teachers of English-as-a-second-language? Yes___ No___
5. If YES, what are they?
6. Have you any recommendations for improving either the training of teachers or the availability of teachers?

Have you any general comments you would like to make on the subject of the teaching of English as a second language in Canada?

QUESTIONNAIRE

TEACHER TRAINING PROGRAMS
FOR TEACHING ENGLISH AS A SECOND LANGUAGE

1. How many students did you have in your program
June 30, 1967 to June 30, 1968 _____
2. Is your program conducted in:

summer and winter	Yes	_____	No	_____
winter only	Yes	_____	No	_____
summer only	Yes	_____	No	_____
3. What are the entrance requirements for your program?
4. Does your program include classes in:

1. English linguistics	Yes	_____	No	_____
	No. of hrs.	_____		
2. Methods in teaching English as a second language	Yes	_____	No	_____
	No. of hrs.	_____		
3. Practice teaching in English as a second language	Yes	_____	No	_____
	No. of hrs.	_____		
5. Is training in the use of the language
laboratory included? Yes _____ No _____
6. Do you give a degree or certificate
especially for specialization in teaching
English as a second language? Yes _____ No _____
Title _____
7. Is your program oriented especially for teaching
English (please check one)

1. overseas	_____
2. to French-speaking students	_____
3. to immigrant students	_____
4. to Indians and Eskimos	_____
5. to other groups (please specify)	_____
6. to any or all of the above groups	_____
8. Textbooks: What books do you use for instructing
the course in English as a second language?

What textbook do you recommend to your students as
teaching texts?
9. Briefly describe the teaching method that you
recommend to your students.

ESL PROGRAMS UNDER THE FEDERAL GOVERNMENT
ORGANIZATIONS CONTACTED

	Program	Reply Received
1. R.C. Stewart, Head, Curriculum, Department of Indian Affairs and Northern Development Northern Administration Branch, Ottawa, Ontario.	S A	yes
2. Miss R. Colliou, Head, Curriculum, Department of Indian Affairs and Northern Development, Indian Affairs Branch, Ottawa, Ontario.	S	yes
3. Mr. J. W. Ferbey, Assistant Superintendent of Education, Government of the Yukon Territories, Whitehorse, Yukon Territories.	no program	
4. Director, Department of Transport, Canadian Coast Guard College, Sydney, Nova Scotia.	S -	yes
5. Director General of Education Programs, Department of National Defence, Ottawa, Ontario.		
Director of Academics, Canadian Forces Language School, Saint Jean, P.Q.	S	yes
6. Assistant Director, Inmate Training Division (Educational), Canadian Penitentiary Service, Ottawa, Ontario.		
a. Director of Education, St. Vincent de Paul Penitentiary, St. Vincentde Paul, Quebec.	A	yes
b. Director of Education, New Westminster Penitentiary, New Westminster, B.C.	A	yes

	Program	Reply Received
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c. Director of Education, Prince Albert Penitentiary, Prince Albert, Saskatchewan.	A	yes
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d. Director of Education, Dorchester Penitentiary, Dorchester, New Brunswick.	A	yes
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e. Director of Education Kingston Penitentiary, Kingston, Ontario.	A	yes
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f. Director of Education, Manitoba Penitentiary, Stony Mountain, Manitoba.	no program	
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g. Director of Education, Prison for Women, Kingston, Ontario.	A	yes
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7. Public Service Commission,
Language Training Program,
Place de Ville, Ottawa.

a. Chief, Teacher Training and Develop- ment Unit.	T A	yes
--	-----	-----

8. Assistant Director General, Research Branch, Department of Agriculture, Ottawa, Ontario. (re ARDA programs)	no program	
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9. Department of Manpower and
Immigration,
Ottawa, Ontario.

a. Chief, Programs Section, Prairie Region-Manpower, Royal Bank Building, Winnipeg, Manitoba.	A	yes
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b. Chief, Programs Section, Quebec Division, 550 Sherbrook W., Montreal, Quebec.	A	no
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	Programs	Received
c. Chief, Programs Section, Atlantic Region, Centennial Building, Halifax, Nova Scotia.	A	yes

ORGANIZATIONS CONTACTED IN NEWFOUNDLAND

1. Director of Curriculum Services, Department of Education, Government of Newfoundland and Labrador, St. John's, Newfoundland.	Inquiry	yes
a. Principal, Labrador City Collegiate, Labrador.	A S	yes

ORGANIZATIONS CONTACTED IN PRINCE EDWARD ISLAND

1. Deputy Minister of Education, Department of Education, Charlottetown, P.E.I.	Inquiry	yes
2. Vocational Education Division, Department of Education, Charlottetown, P.E.I.	Inquiry	yes
3. Board of School Trustees, Charlottetown, P.E.I.	Inquiry	no
4. Superintendent of Inspectorate #2, St. Chrysostome, R. R. Richmond, P.E.I.	Inquiry	yes

ORGANIZATIONS CONTACTED IN NOVA SCOTIA

1. Director of Curriculum, Department of Education, Halifax, Nova Scotia.	Inquiry	yes
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	Programs	Reply Received
A Supervisor of Adult Classes, Adult Education Division, Department of Education,	Inquiry	yes
1. Dartmouth	A	yes
2. Halifax	A	yes
3. Sydney	A	yes
2. Board of School Commissioners, City of Halifax, Halifax, Nova Scotia.	Inquiry	yes
3. Inspectors of schools for the		
1. District of Digby	Inquiry	yes
2. County of Inverness	Inquiry	yes
3. County of Richmond	Inquiry	yes
4. County of Lunenburg	Inquiry	yes
5. County of Cape Breton	Inquiry	yes

ORGANIZATIONS CONTACTED IN NEW BRUNSWICK

1. Director of Curriculum, Department of Education, Fredericton, New Brunswick.	Inquiry	yes
a. Director of Curricula (Second languages) Department of Education.	S	yes
2. Superintendents of schools of		
a. Gloucester County (Bathurst)	Inquiry A	yes yes
b. County of Kent	Inquiry	yes
c. County of Madawaska (Edmunston)	Inquiry A	yes no
d. County of Northumberland (Chatham)	Inquiry A	yes yes
e. County of Victoria	Inquiry	yes
f. County of Restigouche (Camp- bellton)	Inquiry A	yes no
g. County of Westmoreland (Moncton)	Inquiry A	yes yes
h. Counties of Queens and Sunbury	Inquiry	yes
i. Saint John	Inquiry	yes
j. Fredericton	Inquiry A	yes yes
3. Director, Vocational Branch, Department of Education.	Inquiry A	yes

Programs Reply
Received

ORGANIZATIONS CONTACTED IN QUEBEC

1. Director of Teaching English as
a Second Language,
Department of Education,
Quebec. Inquiry yes
 - a. Le responsable de l'enseignement
de l'anglais, langue seconde de:
55 Roman Catholic school units 55S 39 yes
2 cities 2 inq. 2S yes 2 yes
11 Protestant school units 11 inq. 2S 11 yes, 2S
2. Le Directeur general,
l'Education Permanente,
Le Ministere de l'Education. Inquiry yes
 - a. Directeur d'Education Permanente
de:
55 Roman Catholic School units 55S 33 yes
2 cities 2 inq. 2S 2 yes
11 Protestant school units 11 inq. 4S yes, 4yes

ORGANIZATIONS CONTACTED IN ONTARIO

1. Superintendent of Curriculum,
Ontario Department of Education,
Toronto, Ontario. inquiry yes
2. Director, Citizenship Division,
Department of the Provincial Secretary,
and Citizenship, inquiry yes

(supplied list of all adult classes
in Ontario. Contacted classes,
other than school boards sponsored,
in 32 cities)
3. Superintendent of Schools,
Cochrane #1,
Cochrane, Ontario. Inquiry yes
S A yes yes
4. Kirkland Lake Public School Board,
Kirkland Lake. Inquiry yes
S A yes yes
5. Superintendent of Schools,
District of Temiskaming,
Kirkland Lake. Inquiry yes

	Programs	Reply Received
6. Superintendent of Schools, Cochrane #2, Timmins, Ontario.	Inquiry A	yes yes
7. Inspector of Schools for Algoma, Sault Ste. Marie, Ontario.	Inquiry	yes
8. High School Superintendent, Nipissing #2, North Bay, Ontario.	Inquiry	yes
9. Superintendent of Schools Ottawa Valley, Eastview.	Inquiry A	yes yes
10. Directors of Special Education of the public and separate school boards of 32 cities in Ontario (Kitchener-Waterloo-one school board)	31 Inq. 54 programs (S and A)	yes 33 yes

ORGANIZATIONS CONTACTED IN MANITOBA

1. Director of Curricula, Department of Education, Winnipeg, Manitoba.	Inquiry A	yes yes
2. Superintendent of Schools of		
1. Thompson	Inquiry A S	yes yes yes
2. Flin Flon	Inquiry	yes
3. Winnipeg #1	A S	yes yes
4. Assiniboine North	A S	yes yes
5. Assiniboine South	A S	yes yes
6. St. Boniface #4	A S	yes yes
7. Fort Garry	A S	yes yes
8. St. Vital	A S	yes yes
9. St. James	A S	yes yes
10. Norwood	A S	yes yes
11. River East	A S	yes yes
12. Seven Oaks	A S	yes yes
3. Director of Special Programs, Vocational Education Division, Department of Education.	Inquiry A	yes yes

Programs Reply
Received

ORGANIZATIONS CONTACTED IN SASKATCHEWAN

1.	Director of Curricula, Department of Education, Regina, Saskatchewan.	Inquiry	yes
a.	Supervisor, Vocational Education	Inquiry	yes
b.	Adult Education Consultant Directors of Adult Education	Inquiry	yes
1.	Regina	Inquiry A S	yes no yes
2.	North Battleford	Inquiry	yes
3.	Swift Current	Inquiry	yes
4.	Moose Jaw	Inquiry A	yes yes
5.	Prince Alberta	Inquiry A	yes yes
6.	Yorkton	Inquiry	yes
7.	Saskatoon	Inquiry A	yes yes
8.	Melfort	Inquiry	yes
2.	Superintendent of Schools, Saskatoon Separate School Board.	Inquiry S	yes yes
3.	Director of Education, Regina Separate School Board.	Inquiry	yes
4.	Superintendent of Elementary Ed., Prince Albert Public School Board, Prince Albert Separate School Board.	Inquiry Inquiry	yes yes
5.	Superintendent of Schools, Assiniboia School Unit, Assiniboia.	Inquiry	yes
6.	Superintendents of schools of		
1.	Meadow Lake	Inquiry	yes
2.	Medstead	Inquiry	yes
3.	Nipawin	Inquiry	yes
4.	Northern Areas	Inquiry	yes
5.	Turtleford	Inquiry	yes
6.	Uranium City Public School Board	Inquiry	yes
7.	Uranium City Separate School Board	Inquiry	yes

Programs Reply
Received

ORGANIZATIONS CONTACTED IN ALBERTA

1.	Associate Director of Curriculum, Department of Education, Edmonton, Alberta.	Inquiry	yes
2.	Office of Director of Special Services, Department of Education,	Inquiry	yes
A.	Directors of special Education		
1.	Calgary Public School Board	Inquiry A S	yes yes yes
2.	Edmonton Public School Board	Inquiry A S	yes yes yes
3.	Red Deer College	Inquiry A	yes yes
4.	Bonnyville School District	Inquiry A	yes yes
5.	Taber R.C. School District	Inquiry	yes
6.	Lethbridge Junior College	Inquiry A	yes yes
7.	St. Paul School District	Inquiry A	yes yes
8.	Medicine Hat	Inquiry	yes
9.	Edmonton Separate School Board	Inquiry	yes
3.	Calgary Separate School Board	Inquiry S	yes yes
4.	Superintendent of Schools of:		
1.	Peace River School District	Inquiry S	yes no
2.	East Smoky School Division	Inquiry	yes
3.	Grande Prairie Inspectorate	Inquiry	yes
4.	Fairview	Inquiry	yes
5.	Spirit River	Inquiry	yes
6.	Minburn County	Inquiry	yes
7.	Northland School Division	Inquiry	yes
8.	County of Lac Ste. Anne	Inquiry	yes
9.	Bonnyville School Division	Inquiry	yes
10.	County of St. Paul	Inquiry	yes
11.	High Prairie	Inquiry	yes
5.	Director of English as a Second Language, Northern Alberta Institute of Technology.	Inquiry A	yes yes

	Programs	Reply Received
6. Principal, Falher Consolidated School, Falher, Alberta.	Inquiry	no

ORGANIZATIONS CONTACTED IN BRITISH COLUMBIA

1. Director of Curriculum, Department of Education, Victoria, B. C.	Inquiry	yes
2. Co-ordinator of Adult Education, Department of Education.	Inquiry	yes
3. A Board of School Trustees of Greater Victoria, Box 700, Victoria, B. C.	Inquiry	yes
1. Director of Elementary Instruction	S	yes
2. Director of Adult Studies	A	yes
B Superintendent of Education for Vancouver 1595 West 10th Ave.	Inquiry	yes
1. Adult Education Department	A	yes
2. Director of Special Education	S	yes
C Director of Special Education		
Trail	Inquiry	yes
	A	yes
Burnaby	Inquiry	yes
	A	no
Vernon	Inquiry	yes
	A	no
Chilliwach	Inquiry	yes
	A	yes
Abbotsford	Inquiry	yes
	A S	yes no
New Westminster	Inquiry	yes
	A S	yes yes
Coquitlam	Inquiry	yes
	A S	no no
North Vancouver	Inquiry	yes
	A S	yes no
Powell River	Inquiry	yes
	A S	yes no
Prince Rupert	Inquiry	yes
	A S	yes no

	Programs	Reply Received
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Prince George	Inquiry	no
	A S	no no
Lake Cowichan	Enquiry	yes
	A	no
Vancouver Island West	Inquiry	yes
	A S	no no
Kitimat	Inquiry	yes
	A S	yes no
Campbell River	Inquiry	yes
	A	yes

OTHER INSTITUTIONS CONTACTED

1. Director of Program Services,
Young Men's Christian Association
of Canada,
2160 Yonge Street,
Toronto, Ontario.

and

Director of Personnel,
Young Men's Christian Association
of Canada,
571 James Street,
Toronto, Ontario.

- A. Director of Adult Education,
Young Women's Christian Association,
(asked re YMCA also)

a. Victoria	no	
b. Vancouver YMCA	A	no
c. Calgary YWCA	A	yes
d. Edmonton YWCA	A	yes
e. Regina	no	
f. Saskatoon	no	
g. Winnipeg	no	
h. Montreal YWCA, YMCA	A A	yes
i. Quebec		
j. Saint John	no	
k. Halifax	no	
l. St. John's	no	

2. Executive Director,
Young Men's - Young Women's Hebrew
Association,
4588 Bathurst Street,
Willowdale, Ontario.

	Programs	Reply Received
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Director of Adult Education,
Young Men's Hebrew Association.

- | | | | |
|----|---|---------|---------|
| a. | Montreal | no | |
| b. | Ottawa | no | |
| c. | Winnipeg | no | |
| d. | Vancouver | no | |
| 3. | Director,
Jewish Immigrant Aid Society
5780 Decelles Avenue,
Montreal, Quebec. | A | no |
| 4. | Executive Secretary,
Canadian University Services
Overseas,
151 Slater Street,
Ottawa 4, Ontario. | T | yes |
| 5. | Canadian Teachers' Federation,
Projects and Information Officer,
444 MacLaren,
Ottawa 4, Ontario. | Inquiry | yes |
| 6. | Canadian Association of Adult
Education,
Assistant Librarian,
Corbett House,
Toronto 5, Ontario. | Inquiry | yes |
| 7. | Churches re teacher training,
The General Secretary of | | |
| a. | United Church of Canada | no | program |
| b. | Pentecostal Assemblies of Canada | no | program |
| c. | Lutheran Council of Canada | no | program |
| d. | Anglican Church of Canada | no | program |
| e. | Apostolic Church in Canada | no | program |
| f. | Overseas Missionary Fellowship | no | program |
| g. | Canadian Union Conference,
Seventh Day Adventist Church
in Canada | no | program |
| h. | The Presbyterian Church in
Canada | no | program |
| i. | Canadian Baptist Foreign
Mission Board | no | program |
| j. | The Christian and Missionary
Alliance | no | program |
| k. | National Director of Mission
Work, the Roman Catholic
Church in Canada | no | program |

Program Replies

UNIVERSITIES CONTACTED REGARDING TESL TRAINING

Simon Fraser University, Vancouver, B. C.	yes	yes
University of British Columbia, Vancouver, B. C.	yes	yes
University of Moncton, Moncton, New Brunswick.	yes	yes
University of Sherbrooke, Sherbrooke, Quebec.	yes	yes
University of Ottawa, Ottawa, Ontario.	yes	yes
University of New Brunswick, Fredericton, New Brunswick.	yes	yes
University of Laval, Quebec.	yes	yes
University of New Brunswick Teachers College, Fredericton, New Brunswick.	yes	yes
University of Alberta, Edmonton, Alberta.	yes	yes
University of Montreal, Montreal, Quebec.	yes	yes
University of Saskatchewan, Saskatoon, Saskatchewan.	yes	yes
Queen's University, McArthur College, Kingston, Ontario.	no	
University of Toronto, Ontario College of Education, Toronto, Ontario.	no	
Regina Campus of University of Saskatchewan, Regina, Saskatchewan.	no	

Program Replies

University of Lethbridge,
Lethbridge, Alberta.

no

University of Western Ontario,
Althouse College,
London, Ontario.

no

OTHER ORGANIZATIONS

Ontario Department of Education and
Department of Provincial Secretary
and Immigration.

yes

yes

Public Service Commission,
Language Bureau,
Ottawa, Ontario.

yes

yes

Canadian Universities Service Overseas,
Ottawa, Ontario.

yes

yes

APPENDIX B

TABLES OF DATA.

Maritimes Adult--Programs

	Number of classes per year	at one time	Time of day				Time of year				Number of classes per week	Length of course weeks	Subsidized by	Cost to student	Certificates				Examinations
			AM	PM	Eve	F	W	S							1A	2A	1B	2B	
Newfoundland	2	1	-	-	x	x	-	-	-	1	20	?	?	\$25-20 wks (40 hrs)	x	-	x	x	x
Bathurst	8	8	-	-	x	x	-	-	-	2	20	20	Prov. and Fed. govt.	\$ 0	x	-	x	x	x
Saint John	2	1	-	-	x	x	x	-	-	2	20	20	Prov. govt.	\$ 0	x	-	-	-	-
Chatham	2	-	-	-	x	x	x	-	-	2	10	10	Prov. govt.	\$ 5-10 wks (40 hrs)	-	-	-	-	-
Fredericton	14	14	-	-	x	x	x	-	-	2	20	20	Prov. govt.	\$ 5-20 wks (80 hrs)	-	-	-	-	-
Moncton	2	1	-	-	x	x	-	-	-	2	10	10	Prov. govt.	\$ 5-10 wks (40 hrs)	x	-	-	-	-
Edmunston	26	26	-	-	x	x	-	-	-	2	20	20	Prov. govt.	\$?	?	?	?	?	?
Sydney	2	1	-	-	x	x	-	-	-	1	30	30	Prov. and Fed. govt.	\$ 0	-	-	-	-	-
Halifax	3	3	-	-	x	x	-	-	-	2	26	26	Prov. govt., Manpower, Local school	\$ 0	x	x	-	-	-
Dartsmouth	1	1	-	-	x	x	-	-	-	2	30	30	Prov. and Fed. govt.	\$ 0	-	-	-	-	-

Maritimes Adult--Programs

	Number of levels of difficulty	Placement in level by			Audio-visual aids available		Books chosen by				Books chosen because of				Director's opinion of type of English	
					Lang. lab.	T. Rec.	Proj.									
		1	2	3			1	2	3	4	1	2	3	4	Cdn.	Br. Am.
Newfoundland	2	-	x	x	-	x	x	-	x	-	-	x	-	-	x	-
Bathurst	6	-	x	x	-	-	-	x	-	-	x	-	-	-	x	-
Saint John	5	-	x	-	-	x	-	x	x	x	-	-	-	x	x	-
Chatham	2	x	-	-	-	x	-	-	x	-	-	-	-	-	x	-
Fredericton	1	-	-	-	-	-	-	-	x	-	-	-	x	-	x	-
Moncton	1	-	-	-	-	x	-	-	x	-	-	x	x	-	?	?
Sydney	1	-	-	-	-	-	x	-	-	-	-	x	-	-	x	-
Halifax	3	-	x	x	-	x	-	x	-	-	-	-	x	-	x	-
Dartsmouth	1	-	-	-	-	-	x	-	-	-	-	x	-	-	x	-

Quebec Adult--Programs

	Number of classes per year	at one time	Time of day			Time of year			Number of classes per week	Length of course weeks	Subsidized by	Cost to student	Certificates Examinations			
			AM PM Eve.			F W S							1A	2A	1B	2B
			AM	PM	Eve.	F	W	S								
Chambly	50	50	-	-	X	X	X	-	2	15	Prov. govt.	\$ 0-15 wks. (90 hrs)	X	X	X	X
Deux Montagnes	6	6	-	-	X	X	X	-	3	20	Prov. govt.	\$ 0-20 wks. (190 hrs)	X	-	-	-
Duvernay	36	12	-	-	X	X	X	X	2	15	Prov. govt.	\$ 5-15 wks. (90 hrs)	X	X	X	X
Oe Gardeur	10	10	-	-	X	X	X	-	2	30	Prov. govt.	\$ 0-30 wks. (120 hrs)	X	X	X	X
Des Milles Iles	14	7	-	-	X	X	X	-	1	15	Prov. govt.	\$ 3-15 wks. (45 hrs)	X	-	-	-
Chaudiere	12	12	-	-	X	X	X	-	2	17	Fed. govt.	\$ 0-17 wks. (102 hrs)	X	X	X	X
Vaudreuil-Soulanges	2	1	-	-	X	X	X	-	2	10	Fed. govt.	\$ 5-10 wks. (60 hrs)	X	X	X	X
Des Iles	29	29	-	-	X	X	X	-	5	22	?	\$ 0-22 wks. (75 hrs)	X	X	X	X
Bois Franc	12	12	-	-	X	X	X	-	2	15	Fed. govt.	\$ 5-15 wks. (45 hrs)	X	-	-	-
Missisquoi	7	3	-	-	X	X	X	-	1	15	Fed. govt.	\$ 2-15 wks. (45 hrs)	X	X	X	X
Yamaska	30	30	X	X	X	X	X	-	5	30	?	\$ 0-30 wks. (180 hrs)	X	-	-	-
Youville	24	12	-	-	X	X	X	-	2	11	Fed. govt.	\$ 5-11 wks. (44 hrs)	X	X	X	X
La Naudiere	12	12	-	-	X	X	X	-	2	22	Fed. govt.	\$ 0-22 wks. (110 hrs)	X	X	X	X
Papineau	10	10	-	-	X	X	X	-	2	15	Fed. govt.	\$ 5-15 wks. (90 hrs)	X	-	-	-
Honore Mercier	14	14	-	-	X	X	X	-	1	15	Fed. govt.	\$ 0-15 wks. (45 hrs)	X	-	-	-
Lac St. Jean	10	10	-	-	X	X	X	-	2	30	Fed. govt.	\$ 5-30 wks. (180 hrs)	X	X	X	X
Lapointe	19	19	-	-	X	X	X	-	1	30	Fed. govt.	\$ 0-30 wks. (90 hrs)	X	X	X	X
Louis Frechette	30	30	-	-	X	X	X	-	2	15	Fed. govt.	\$ 0-15 wks. (45 hrs)	X	X	X	X
Tardivel	19	19	-	-	X	X	X	-	1	15	Fed. govt.	\$ 3-15 wks. (88 hrs)	X	X	X	X
Outaouia	25	15	-	-	X	X	X	-	2	22	Fed. govt.	\$ 0-22 wks. (220 hrs)	X	X	X	X
Amiante	12	12	X	X	X	X	X	-	5	22	Fed. govt.	\$ 5-16 wks. (64 hrs)	X	-	-	-
Lignery	20	10	-	-	X	X	X	-	2	16	Prov. govt.	\$ 0-30 wks. (60 hrs)	X	-	-	-
Provencher	15	15	-	-	X	X	X	-	1	30	Prov. govt.	\$?	X	-	-	-
Matapedia	?	?	-	-	X	X	X	-	-	-	Fed. and prov. govt.	\$ 0-22 wks. (88 hrs)	X	X	X	X
Des Monts	95	15	-	-	X	X	X	-	2	22	govt.	\$ 10-25 wks. (100 hrs)	X	X	X	X
Jean Talon	7	7	-	-	X	X	X	-	2	25	Prov. govt.	\$ 5-15 wks. (65 hrs)	X	-	-	-
Le Royer	30	30	-	-	X	X	X	-	2	15	Prov. govt.	\$ 0-22 wks. (132 hrs)	X	X	X	X
Du Saguenay	37	16	X	X	X	X	X	-	5	22	Fed. govt.	\$ 0-30 wks. (120 hrs)	X	X	X	X
Charlevoix	65	65	-	-	X	X	X	-	1	22	Prov. govt.	\$ 5-15 wks. (40 hrs)	X	X	X	X
Orleans	10	10	-	-	X	X	X	-	2	30	Prov. govt.	\$ 6-30 wks. (270 hrs)	X	X	X	X
Mauricie	20	20	-	-	X	X	X	-	2	15	Dept. Ed. and Fed. govt.	\$ 0-22 wks. (88 hrs)	X	-	-	-
Dollard des Ormeaux	95	25	-	-	X	X	X	-	3	30	Fed. govt.	\$ 6-30 wks. (270 hrs)	X	X	X	X
Pascal Tache	77	15	X	X	X	X	X	-	5	22	Fed. govt.	\$ 0-22 wks. (360 hrs)	X	X	X	X
Henri Bourassa	65	65	-	-	X	X	X	-	-	-	Fed. govt.	\$?	X	X	X	X
Du Cuivre	40	12	-	-	X	X	X	-	2	15	Prov. govt.	\$ 0-15 wks. (60 hrs)	X	-	-	-
Montreal Catholic	336	?	-	-	X	X	X	-	2	10	Fed. govt.	\$ 10-10 wks. (40 hrs)	X	X	X	X
Quebec Catholic	229	229	X	X	X	X	X	-	5	22	Prov. and Fed. govt.	\$?	X	X	X	X
Montreal Prot.	8	6	-	-	X	X	X	-	2	20	Prov. govt.	\$ 2-20 wks. (80 hrs)	-	-	-	-
Quebec Prot.	5	5	-	-	X	X	X	-	1	30	Prov. govt.	\$ 2-30 wks. (80 hrs)	-	-	-	-
Chomedey	1	1	-	-	X	X	X	-	2	10	Prov. govt.	\$ 3-10 wks. (40 hrs)	-	-	-	-
Quebec UWCA	1	1	-	-	X	X	X	-	1	-	YMCA	\$?	-	-	-	-
Montreal YMCA	110	22	X	X	X	X	X	-	2	9	YMCA	\$22- 9 wks. (27 hrs)	X	X	X	X
Montreal YMCA	5	5	-	-	X	X	X	-	2	12	YMCA	\$?	-	-	-	-
Eastern Townships	27	15	-	-	X	X	X	-	2	20	Prov. govt.	\$ 2-20 wks. (80 hrs)	X	X	X	X

Ontario Adult--Programs

	Number of classes per year	Time of day			Time of year		Number of classes per week	Length of course weeks	Subsidized by	Cost to student	Certificates				
		AM PM Eve.			F	W					S	1A	2A	1B	2B
Barrie	1	1	-	x	x	-	2	20	Cit. Br.	\$ 0-20 wks. (80 hrs)	x	x	x	-	
Belleville	1	1	-	x	x	-	2	28	Cit. Br.	\$ 3-28 wks. (112 hrs)	x	-	-	-	
Cornwall	1	1	-	x	x	-	2	20	Prov. govt.	\$ 10-20 wks. (80 hrs)	x	-	-	x	
Eastview	1	1	-	x	x	-	2	24	Prov. govt.	\$ 6-24 wks. (80 hrs)	x	x	x	x	
Ft. William	4	4	-	x	x	-	2	25	Prov. govt.	\$ 3-25 wks. (100 hrs)	x	-	-	-	
Ft. William Hosp.	-	-	x	x	x	x	5	-	San. School Bd.	\$ 0- (hrs)	-	-	x	x	
Galt	1	4-5	-	x	x	-	2	20	Cit. Br.	\$ 5-20 wks. (80 hrs)	-	-	-	-	
Guelph	4	-	-	x	x	-	2	20	Prov. govt.	\$ 4-20 wks. (80 hrs)	-	-	x	-	
Kingston	6	6	-	x	x	-	2	24	Cit. Br.	\$ 0-24 wks. (96 hrs)	x	-	-	-	
London	14	14	-	x	x	-	2	25	Cit. Br.	\$ 5-25 wks. (100 hrs)	x	-	-	-	
London Cit. Br.	6	6	-	x	x	x	2	-	Cit. Brd.	\$ 0- wks. (hrs)	-	-	-	-	
Niagara Falls	4	3-4	-	x	x	x	5	24	Fed. govt.	\$ 0-24 wks. (720 hrs)	x	-	x	x	
Ottawa	19	19	-	x	x	-	2	30	Pub. School	\$ 3-30 wks. (120 hrs)	-	-	x	x	
Oshawa	10	10	-	x	x	-	2	30	Cit. Br.	\$ 0-30 wks. (120 hrs)	x	x	-	-	
Peterborough	20	-	-	x	x	-	2	20	Cit. Br.	\$ 15-20 wks. (80 hrs)	x	x	x	x	
Pt. Arthur Hosp.	2	2	-	x	0	-	1	36	Prov. govt.	\$ 0-36 wks. (hrs)	-	-	-	-	
Pt. Colborne	3	3	-	x	x	-	2	34	Prov. govt.	\$ 0-34 wks. (136 hrs)	-	-	-	-	
St. Catherine	10	10	-	x	x	-	2	25	Prov. govt.	\$ 2-25 wks. (100 hrs)	x	-	-	-	
Sault St. Marie	2	2	-	x	x	-	2	24	Prov. govt. and Cit. Br.	\$ 5-24 wks. (96 hrs)	x	-	-	x	
Sault St. Marie S.	3	3	x	-	x	-	2	34	United appeal	\$ 5-34 wks. (136 hrs)	x	-	-	x	
Galt YWCA	1	1	-	x	x	-	1	40	YWCA	\$ 0-40 wks. (80 hrs)	-	-	-	-	
Stratford	3	3	-	x	x	-	2	24	Prov. govt.	\$ 0-24 wks. (96 hrs)	x	-	-	-	
Sudbury	2	2	-	x	-	-	4	40	Cit. Br.	\$ 0-40 wks. (320 hrs)	-	-	-	-	
Waterloo	8	8	-	x	x	-	2	23	Prov. govt.	\$ 5-23 wks. (92 hrs)	x	-	-	-	
Waterloo Cit. Br.	3	2	-	x	x	-	2	-	Cit. Br.	\$ 0- wks. (hrs)	-	-	-	-	
Windsor	21	2-21	-	x	x	-	2	24	Cit. Br. and School Board	\$ 5-24 wks. (96 hrs)	x	-	-	-	
Windsor Cit. Br.	52	-	x	-	x	x	5	-	Cit. Br. and YM	\$ 0- wks. (hrs)	x	-	x	-	
Hamilton P. (1)	20	10	-	x	x	-	2	20	Prov. govt.	\$ 0-20 wks. (80 hrs)	x	-	-	-	
Hamilton P. (2)	2	2	-	x	x	-	2	20	Prov. govt.	\$ 5-20 wks. (80 hrs)	x	-	-	-	
Hamilton S.	1	1	-	x	x	-	2	26	Prov. govt.	\$ 3-26 wks. (104 hrs)	-	-	x	x	
Toronto Cit. Br. (1)	1	1	x	x	x	x	5	50	Prov. govt.	\$ 3-50 wks. (1250 hrs)	-	-	-	-	
Toronto Cit. Br. (2)	88	3-11	x	-	x	-	2	-	Cit. Br.	\$ 0- wks. (hrs)	-	-	-	-	
Toronto Cit. Br. (3)	1	1	x	-	x	-	1	30	Cit Br.	\$ 0-30 wks. (60 hrs)	-	-	-	-	
Toronto Cit. Br. (4)	2	1-2	x	-	x	-	5	-	Cit Br.	\$ 0- wks. (hrs)	-	-	-	-	
Toronto P.	40	-	-	x	x	x	4	16	Prov. govt.	\$ 0-16 wks. (128 hrs)	x	x	x	-	
Toronto S. (1)	2	1	-	x	x	-	2	32	Cit Br.	\$ 0-32 wks. (128 hrs)	-	-	-	-	
Toronto S. (2)	1	1	-	x	x	x	2	24	Cit Br. and School Board	\$ 0-24 wks. (96 hrs)	x	-	-	-	
Ottawa Y	4	1	x	-	x	-	1	12	United appeal and YWCA	\$ 12-12 wks. (24 hrs)	-	-	-	-	
Cochrane P. (1)	3	-	-	x	x	-	3	20	School Board	\$ 3-10 wks. (120 hrs)	x	-	-	-	
Cochrane P. (2)	1	1	-	x	-	-	1	?	School Board	?	?	?	?	?	
Hawksbury	2	1	-	x	x	-	1	20	School Bd.	\$ 26-20 wks. (40 hrs)	x	-	-	-	
Kirkland Lake	1	1	-	x	x	-	1	20	School Bd. and prov. govt.	?	x	-	-	-	
Manitouawadge	1	1	-	x	x	-	2	10	School Bd. and prov. govt.	\$ 0-20 wks. (80 hrs)	-	-	-	-	
Schumacher	1	1	-	x	x	-	2	15	Cit Br. and school bd.	\$ 4-15 wks. (60 hrs)	-	-	-	-	
Guelph S.	1	1	-	x	x	-	2	40	Dept. of Ed.	\$ 4-40 wks. (160 hrs)	-	-	-	-	

Ontario Adult--Programs

	Number of levels of difficulty	Placement in level by			Audio-visual aids available		Books chosen by				Books chosen because of				Director's opinion of type of English			
		1	2	3	Lang. lab.	Rec.	Proj.	1	2	3	4	1	2	3	4	Cdn.	Br.	Am.
Barrie	-	-	X	-	-	X	X	X	-	-	-	X	X	X	X	X	-	-
Belleville	-	-	X	-	-	X	X	X	-	-	-	-	-	-	-	X	-	-
Cornwall	3	-	X	X	X	X	X	X	-	-	-	-	-	-	-	X	-	-
Eastview	3	-	X	X	-	-	X	X	-	-	-	X	X	X	X	X	-	-
Ft. William	4	-	X	X	-	-	X	X	-	-	-	X	X	X	X	X	-	-
Ft. William Hosp.	3	-	X	-	-	-	-	X	-	-	-	-	-	-	-	X	-	-
Galt	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	X	-	-
Guelph	?	-	X	-	-	X	-	-	-	-	-	-	-	-	-	X	-	-
Kingston	-	X	X	-	-	X	X	X	-	-	-	X	X	X	X	X	-	-
London	4	-	X	-	-	-	X	X	-	-	-	?	?	?	?	X	-	-
London Cit. Br.	8	-	X	-	-	-	X	X	-	-	-	X	X	X	X	X	-	-
Niagara Falls	-	-	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-
Ottawa	7	X	-	-	-	X	X	X	-	-	-	-	-	-	-	X	-	-
Oshawa	6	-	X	X	X	X	X	X	-	-	-	-	-	-	-	X	-	-
Peterborough	2	-	X	X	-	X	-	-	-	-	-	-	-	-	-	X	-	-
Pt. Arthur Hosp.	3	-	X	-	-	-	-	X	-	-	-	-	-	-	-	X	-	-
Pt. Colborne	3	-	X	-	-	-	-	X	-	-	-	-	-	-	-	X	-	-
St. Catherine	4	-	X	-	-	-	-	-	-	-	-	-	-	-	-	X	-	-
Sault St. Marie	2	X	X	-	-	X	X	X	-	-	-	X	X	X	X	X	-	-
Sault St. Marie S.	3	-	X	X	-	-	X	X	-	-	-	X	X	X	X	X	-	-
Galt YWCA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	X	-	-
Stratford	3	-	X	X	X	X	X	X	-	-	-	-	-	-	-	X	-	-
Sudbury	2	-	X	-	-	-	-	-	-	-	-	-	-	-	-	X	-	-
Waterloo	3	X	X	-	-	X	X	X	-	-	-	-	-	-	-	X	-	-
Waterloo Cit. Br.	2	X	X	-	-	-	-	-	-	-	-	X	X	X	X	X	-	-
Windsor	4	-	X	-	-	X	X	X	-	-	-	-	-	-	-	X	-	-
Windsor Cit. Br.	3	-	X	-	-	X	X	X	-	-	-	-	-	-	-	X	-	-
Hamilton P. (1)	3	-	X	-	X	-	-	-	-	-	-	-	-	-	-	X	-	-
Hamilton P. (2)	2	-	-	X	-	-	-	-	-	-	-	-	-	-	-	X	-	-
Hamilton S.	3	-	X	-	-	-	-	-	-	-	-	-	-	-	-	X	-	-
Toronto Cit. Br. (1)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	X	-	-
Toronto Cit. Br. (2)	10	-	X	X	-	-	-	X	-	-	-	X	X	X	X	X	-	-
Toronto Cit. Br. (3)	-	-	-	-	-	-	-	-	-	-	-	?	?	?	?	X	-	-
Toronto Cit. Br. (4)	2	-	X	-	-	X	X	X	-	-	-	-	-	-	-	X	-	-
Toronto P.	5	X	X	X	-	X	X	X	-	-	-	X	X	X	X	X	-	-
Toronto S. (1)	3	-	X	X	-	X	X	X	-	-	-	-	-	-	-	X	-	-
Toronto S. (2)	5	-	X	X	-	-	-	-	-	-	-	-	-	-	-	X	-	-
Ottawa YWCA	3	-	X	-	-	X	-	?	?	?	?	X	X	X	X	X	-	-
Cochrane P. (1)	3	-	X	-	-	-	-	-	-	-	-	-	-	-	-	X	-	-
Cochrane P. (2)	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	X	-	-
Hawksbury	2	-	X	-	-	-	X	-	-	-	-	-	-	-	-	X	-	-
Kirkland Lake	3	-	X	-	-	-	X	-	-	-	-	-	-	-	-	X	-	-
Manitouwadge	3	-	X	-	-	-	X	-	-	-	-	-	-	-	-	X	-	-
Schumacher	2	X	X	-	-	X	X	-	-	-	-	-	-	-	-	X	-	-
Guelph S.	2	-	X	-	-	-	-	-	-	-	-	-	-	-	-	X	-	-

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Manitoba and Saskatchewan Adult--Programs

	Number of classes per year	at one time	Time of day				Time of year classes begin				Number of classes per week	Length of course weeks	Subsidized by	Cost to student	Certificates Examinations			
			AM	PM	Eve.	F	W	S							1A	2A	1B	2B
Manitoba																		
Winnipeg (1)	45	-	-	-	x	x	x	x			2	27-30	Dept. Ed. and Federal govt.	\$ 3.50-27 wks (108 hrs)	-	-	-	-
Winnipeg (2)	12	-	x	x	x	every month					5	24	Fed. govt. (Manpower)	\$ 0	x	-	x	x
Rosser	4	2	x	x	-	x	-	-			5	8	Fed. govt. (Manpower)	\$ 0	-	-	x	x
Thompson	2	1	-	-	x	x	-	-			2	12	Dept. Ed. and Federal govt.	\$15 -12 wks (48 hrs)	-	-	-	-
Saskatchewan																		
Prince Albert	3	1	-	-	x	x	-	-			2	12	Dept. Ed. and Federal govt.	\$ 5 -12 wks (48 hrs)	-	-	-	-
Saskatoon	8	8	-	-	x	continuous					2	24	Dept. Ed. and Federal govt.	\$ 0	-	-	-	-
Moose Jaw	2	2	-	-	x	x	-	-			1	28	Dept. Ed. and Federal govt.	\$ 0	-	-	-	-

Manitoba and Saskatchewan Adult--Programs

	Number of levels of difficulty	Placement in level by			Audio-visual aids available		Books chosen by				Books chosen because of				Director's opinion of type of English	
					Lang. lab.	T. Rec.	Proj.									
		1	2	3			1	2	3	4	1	2	3	4		
Manitoba																
	4-6	-	x	-	-	x	x	-	x	-	x	-	x	-	-	
Winnipeg (1)		-	x	x	x	x	x	-	x	-	x	-	x	-	-	
Winnipeg (2)	3	-	x	-	-	-	-	-	-	-	-	-	-	-	-	
Rosser	2	-	x	-	-	-	-	-	-	-	-	-	-	-	?	
Thompson	3	-	x	-	-	x	x	-	-	-	-	-	x	-	-	
Saskatchewan																
	2	x	-	-	-	x	-	-	x	-	x	-	-	-	x	
Prince Albert	8	-	x	-	-	x	-	-	-	-	?	?	?	?	?	
Saskatoon		-	-	-	-	x	-	-	-	-	?	?	?	?	?	
Moose Jaw	1	-	-	-	-	x	-	-	-	-	-	-	-	-	-	

Alberta Adult--Programs.

	Number of classes per year	at one time	Time of day				Time of year				Number of classes per week	Length of course weeks	Subsidized by	Cost to student	Certificates				Examinations
			AM	PM	Eve	F	W	S	S	S					1A	2A	1B	2B	
Edmonton Public	30	10	-	-	x	x	x	x	x	x	2	10	Prov. and Fed. govt. School Board	\$15-10 wks (40 hrs)	x	x	x	-	-
Edmonton Alberta College	9	9	-	-	x	x	-	x	x	x	2	40	United Church	\$10- 4 wks (32 hrs)	-	x	x	x	x
Edmonton YWCA	6	6	-	x	x	x	x	-	-	-	2	14	Fed. govt., YWCA	\$ 7-14 wks (28 hrs)	-	-	-	-	-
Edmonton NAIT	4	1	x	x	-	x	x	x	x	x	5	15	Fed. govt. (Manpower)	\$ 0-15 wks (75 hrs)	x	-	x	x	x
Edmonton GWG	10	1	-	x	-	continuous	continuous	continuous	continuous	continuous	5	4	Prov. and Fed. govt.	\$ 0	x	-	-	-	-
Calgary Public	30	22	x	x	x	x	x	continuous	continuous	continuous	2-4	25	Prov. and Fed. govt School Board	\$20-25 wks (100 hrs)	-	-	-	-	-
Calgary YWCA	2	2	-	x	x	x	continuous	continuous	continuous	continuous	4	indef.	Fed. govt, YWCA	\$10-indefinite	-	-	-	-	-
St. Paul	1	1	-	-	x	x	-	-	-	-	2	17	Prov. and Fed. govt.	\$20-17 wks (68 hrs)	-	-	-	-	-
Bonnyville	1	1	-	-	x	x	-	-	-	-	1	33	Prov. and Fed. govt.	\$30-33 wks (66 hrs)	-	-	-	-	-
Lethbridge	5	2	-	-	x	x	x	x	x	x	2	20	Prov. and Fed. govt School Board	\$20-20 wks (80 hrs)	x	-	-	-	-
Red Deer	2	2	-	-	x	x	-	-	-	-	1	20	Prov. and Fed. govt.	\$15-20 wks (40 hrs)	-	-	-	-	-

Alberta Adult--Programs.

	Number of levels of difficulty	Placement in level by			Audio-visual aids available		Books chosen by				Books chosen because of				Director's opinion of type of English			
		Lang.			Rec.	Proj.	1	2	3	4	1	2	3	4	Cdn.	Br.	Am.	
		1	2	3														
Edmonton P.	5	-	x	-	-	x	x	-	x	-	-	-	-	-	-	-	-	-
Edmonton Alberta College	9	-	x	x	-	-	x	-	x	-	-	-	-	-	-	-	-	-
Edmonton YWCA	1	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
Edmonton NAIT	3	x	x	x	x	x	x	x	-	-	-	-	-	-	-	-	-	-
Edmonton GWG	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Edmonton P.	3	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Calgary P.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Calgary YWCA	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Paul	2	-	x	x	-	x	x	-	-	-	-	-	-	-	-	-	-	-
Bonneyville	1	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
Lethbridge	3	-	x	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
Red Deer	2	x	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-

British Columbia Adult--Programs

	Number of classes per year	at one time	Time of day				Time of year				Number of classes per week	Length of course weeks	Subsidized by	Cost to student	Certificates				Examinations
			AM	PM	Eve	F	W	S							1A	2A	1B	2B	
Trail	1	1	-	-	x	x	-	-	-	1	20	Dept. of Ed.	\$12-20 wks (40 hrs)	-	-	-	-	-	-
Vernon	6	6	-	-	x	x	-	-	-	2	20	Dept. of Ed.	\$10-20 wks (80 hrs)	-	-	-	-	-	-
Chilliwack	2	2	-	-	x	x	-	-	-	1	20	?	\$18-20 wks (40 hrs)	x	-	-	-	-	-
Abbotsford	4	4	-	-	x	x	-	-	-	1	20	?	\$15-20 wks (40 hrs)	x	-	-	x	-	-
Vancouver	85	85	x	x	x	x	x	x	x	daily	15	School Board	\$10-15 wks (60 hrs)	x	-	-	-	-	-
North Vancouver	195	100	x	x	x	x	x	x	x	1	10	Dept. of Ed.	\$10-10 wks (20 hrs)	x	x	-	-	x	x
Powell River	12	8	x	x	x	x	-	x	x	2	16	School Board and Federal govt.	\$10-16 wks (66 hrs)	x	-	-	-	-	-
Prince Rupert	13	7	-	-	x	x	x	-	-	1	20	Dept. of Ed. and School Board	\$15-20 wks (40 hrs)	x	-	-	-	-	-
Victoria	7	7	-	-	x	x	-	-	-	2	20	?	\$16-20 wks (80 hrs)	x	-	-	-	-	-
Lake Cowichan	1	1	x	-	x	x	-	-	-	1	20	Dept. of Ed.	\$15-20 wks (40 hrs)	-	-	-	-	-	-
Campbell River	1	1	-	-	x	x	-	-	-	1	10	Dept. of Ed.	\$10-10 wks (20 hrs)	x	-	-	-	-	-
Kitimat	7	7	-	-	x	x	x	x	x	2	12	Dept. of Ed. and School Board	\$ 8-12 wks (48 hrs)	x	-	-	x	-	-

British Columbia Adult--Programs

	Number of levels of difficulty	Placement in level by			Audio-visual aids available			Books chosen by				Books chosen because of				Director's opinion of type of English		
		1	2	3	Lang. lab.	T. Rec.	Rec.	Proj.	1	2	3	4	1	2	3	4	Cdn.	Br.
Trail	2	x	x	x	-	-	x	-	-	x	-	x	x	x	-	x	-	-
Vernon	2	-	x	-	-	x	x	x	-	-	x	-	x	-	-	x	-	-
Chilliwack	2	-	x	-	-	x	-	x	-	x	-	x	-	x	-	-	-	x
Abbotsford	4	-	x	-	-	-	-	-	-	x	-	x	-	x	-	x	-	-
Vancouver	3	x	x	x	x	x	x	x	-	x	-	x	x	x	x	x	-	-
North Vancouver	4	?	?	?	x	x	x	x	?	?	?	?	?	?	?	?	?	?
Powell River	3	-	x	-	-	x	x	x	-	x	-	-	x	x	x	x	-	-
Prince Rupert	5	-	x	-	-	x	x	-	-	x	-	-	x	x	-	x	-	-
Victoria	6	-	x	x	-	x	x	x	-	x	-	-	x	x	-	x	-	-
Lake Cowichan	1	-	-	-	-	x	x	x	-	-	-	-	?	?	?	?	?	?
Campbell River	1	-	-	-	-	x	x	-	-	-	-	x	-	x	-	x	-	-
Kitimat	4	x	x	-	x	x	-	x	x	x	-	?	?	?	?	x	-	-

Quebec Student Programs

	Enrolment		Minutes study per week		Levels of difficulty based on						Placement in level by			Audio-visual equipment available		Books chosen by				Because of					Director's opinion of type of English																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
					Kin.	1-3	El	Hi	No.	1			2			Lang. lab.	T. Rec.	Rec.	Proj.	1	2	3	4	A			B	C	O	E																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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Quebec Student Programs

	Enrolment		Minutes study per week		difficulty based on		Placement in level by			Audio-visual equipment available		Books chosen by				Because of					Director's opinion of type of English										
	Total	Non-Eng.	Kin.	1-3	El	Hi	No.	1	2	1	2	3	Lang. lab.	T. Rec.	Rec.	Proj.	1	2	3	4	A	B	C	O	E	Cdn.	Br.	Am.			
Lignery	2300	2250	-	2	4	6	6	x	-	x	-	-	-	x	x	x	x	-	x	-	-	?	?	?	?	?	-	x	-		
Provencher	9810	9800	-	-	30	45	8	x	-	x	x	-	-	x	x	-	-	-	-	-	-	-	x	-	-	-	-	-	-		
St. Francois	4500	4000	-	-	3	4	8	x	x	x	-	-	x	x	x	x	x	-	-	-	x	-	-	-	-	-	-	x	-		
Vieilles Forges	?	800	-	-	-	-	5	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	x	-		
La Peninsule	850	850	-	2	3	4	2	x	-	-	x	-	-	x	x	x	x	-	x	-	-	?	?	?	?	?	-	-	-		
Baie des Chaleurs	3206	3099	-	-	2	4	5	x	-	x	x	-	-	x	x	x	x	-	-	-	x	-	-	-	-	-	-	-	-		
Oes Monts	673	670	-	-	-	4	5	x	x	x	-	x	x	x	x	x	x	-	-	-	x	-	-	x	x	-	-	x	-		
Jean Talon	5113	5000	-	-	4	4	3	-	x	x	x	-	-	x	x	x	-	-	-	-	x	-	-	x	x	-	-	-	-		
Le Royer	5800	5800	-	-	2	4	3	-	x	x	x	-	-	x	x	x	x	-	-	-	-	-	x	x	-	-	-	x	-		
Ou Saguenay	10000	10000	-	-	-	4	3	-	x	x	x	-	x	x	x	x	x	-	-	-	-	?	?	?	?	?	-	-	x	-	
Charlevoix	200	200	-	-	4	4	-	-	-	-	-	-	-	x	x	-	-	-	-	-	-	-	x	-	-	-	-	x	-		
Orleans	5967	5967	-	-	-	4	3	-	-	x	x	-	-	x	x	x	x	-	-	-	-	?	?	?	?	?	-	-	x	-	
Gr. Portage	8765	8765	-	-	-	4	-	-	-	-	-	-	x	x	x	x	-	-	-	-	-	-	x	-	-	-	-	-	x	-	
Dollard des Or.	200	200	-	-	-	5	-	-	-	x	-	-	-	x	x	x	-	-	-	-	-	?	?	?	?	?	x	x	-	-	
De L'Estrie	1425	1425	-	-	-	4	-	-	-	x	-	-	-	x	-	-	-	-	-	-	-	?	?	?	?	?	-	-	x	-	
Henri Brouassas	3900	3600	-	-	-	4	5	x	x	x	x	-	-	x	x	x	x	-	x	-	-	-	x	x	-	-	-	-	x	-	
Pascal Tache	1950	1920	-	-	4	5	6	-	x	x	x	-	-	x	x	x	x	-	-	-	-	-	x	-	-	-	-	-	x	-	
Ou Cuivre	6104	500	-	-	3	4	6	x	-	x	-	-	-	x	x	x	x	-	-	-	-	-	x	x	-	-	-	-	x	-	
De Tilly	11664	11664	-	-	3	4	3	x	-	-	-	-	-	x	x	x	-	-	x	-	-	-	-	-	-	-	-	-	x	-	
Mtl. Catholic	215000	73524	-	-	4	5	3	x	x	x	x	-	-	x	x	x	x	-	-	-	-	-	-	-	-	-	-	-	x	-	
Que. Catholic	27500	27500	-	-	3	4	3	-	x	-	x	-	-	x	x	x	x	-	-	-	-	?	?	?	?	?	-	-	-	x	-
Mtl. Prot.	64000	18000	-	-	6	6	-	-	-	x	x	-	-	x	x	x	x	-	-	-	-	-	-	-	-	-	-	-	x	-	
Que. Prot.	1300	200	-	6	5	30	x	-	-	-	x	-	-	x	x	x	x	-	-	-	-	-	x	-	-	-	-	-	x	-	

Ontario Student Programs

	Enrolment		Minutes study per week		Levels of difficulty based on			Placement in level by			Audio-visual equipment available		Books chosen by				Because of					Director's opinion of type of English					
	Total	Non-Eng.	Kin.	1-3	El	Hi	No.	1	2	1	2	3	Lang. lab.	T. Rec.	Rec. Proj.	1	2	3	4	A	B	C	D	E	Cdn.	Br.	Am.
Brantford S. Galt	2400	300	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hamilton S.	17000	400	5	5	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kingston S.	2970	35	-	6	6	-	2	x	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
London P.	5000	75	2	5	1	-	2	-	x	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Ottawa Valley	900	825	-	-	-	4	1	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Ottawa Valley	1056	500	-	-	-	35	1	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Ottawa S.	?	30	-	-	-	37	4	-	x	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
Port Arthur P.	?	18	-	-	-	-	-	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Cochrane	558	10	-	6	-	-	1	-	-	-	-	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
St. Catherine P.	?	52	-	-	-	-	x	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
St. Catherine S.	?	40	-	-	-	-	-	-	-	-	x	x	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
S. S. Marie P.	9986	25	-	5	5	-	5	-	x	-	-	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
S. S. Marie S.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stratford S.	1100	15	-	3	-	-	4	x	-	-	x	x	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Sudbury P.	27000	?	-	-	-	6	x	-	-	-	-	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Waterloo P.	13839	50	5	5	2	-	x	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Welland P.	5700	1700	-	15	1	-	x	x	x	-	-	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Windsor P.	6000	55	-	20	90	-	2	-	-	-	x	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Windsor S.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Toronto P.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Other Student Programs

	Enrolment	Minutes study per week				Levels of difficulty based on				Placement in level by			Audio-visual equipment available		Books chosen by			Because of					Director's opinion of type of English				
		Kin.	1-3	El	Hi	No.	1	2	3	1	2	3	Lang. lab.	Rec.	Rec. Proj.	1	2	3	4	A	B	C	O	E	Cdn.	Br.	Am.
Newfoundland	1270	203	-	5	5	4	4	x	x	-	-	x	-	x	x	-	-	-	x	-	x	-	-	-	x	-	-
New Brunswick	170166	59321	-	4	5	5	x	x	x	x	-	-	x	x	x	x	-	-	-	-	-	-	-	-	-	x	-
Manitoba	?	120	-	-	-	-	-	-	-	-	x	-	-	x	x	x	x	x	x	x	x	-	-	-	x	x	-
Winnipeg	2500	30	-	All day	-	4	-	-	-	-	-	x	x	x	x	-	-	-	-	-	-	-	-	-	x	-	-
Saskatchewan	7464	20	-	All day	-	-	-	-	-	-	x	-	-	x	x	x	-	-	-	-	-	-	-	-	x	-	-
Saskatoon S.	24108	16	-	All day	-	-	-	-	-	-	x	-	-	?	?	x	-	-	-	-	-	-	-	-	-	-	-
Regina P.	18900	129	-	4	4	4	6	x	-	-	x	x	-	x	x	-	-	-	-	-	-	-	-	-	-	x	-
Alberta	?	135	-	150	150	150	?	?	?	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Calgary P.	80000	150	-	Summer School	5	-	-	-	-	-	x	-	x	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Edmonton P.	19700	91	-	150	-	-	-	-	-	-	x	-	x	x	x	-	-	-	-	-	-	-	-	-	-	-	-
British Columbia	?	961	-	All day	-	-	-	-	-	-	-	-	-	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Victoria	6000	20	-	All day	-	-	-	-	-	-	-	-	x	x	x	-	-	-	-	-	-	-	-	-	-	-	-
Vancouver			-	-	-	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
New Westminster			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Teacher Training Program

Number	Time of year classes begin			Methods practiced		Use of lang. lab.		TESL cer- tificate		Training especially for						Entrance Requirements
	F	W	S	Lang.	TESL Teach.	yes	no	yes	no	1	2	3	4	5	6	
Simon Fraser University	-	x	-	x	x	x	-	-	x	-	-	-	-	-	x	Beginning linguistics course
University of British Columbia	-	x	x	x	x	x	-	x	-	-	-	-	-	-	x	Three years Education
University of Moncton	-	-	x	x	x	x	-	-	x	-	-	-	-	-	x	College entrance (Grade XI)
University of Sherbrooke	-	x	x	x	x	x	-	-	-	-	-	-	-	-	x	B.A., C.P., P.Ed. or experienced teachers
University of Ottawa	-	x	-	x	x	x	-	-	x	-	-	-	-	-	x	?
University of New Brunswick	-	x	-	x	x	x	-	-	x	-	-	-	-	-	x	?
University of Laval	-	x	x	x	x	x	-	-	x	-	-	-	-	-	x	?
University of Alberta	-	x	x	x	x	x	-	-	x	-	-	-	-	-	x	Teaching certificate
University of Montreal	-	x	x	x	x	x	-	-	x	-	-	-	-	-	x	B.A. classique
University of Saskatchewan	-	x	x	x	x	x	-	-	x	-	-	-	x	-	-	One year teaching Indians and Eskimos
Public Service Commission	-	x	x	x	x	x	-	-	x	-	x	-	-	-	x	B.A. for permanent, partial B.A. tentative
Canadian University Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Overseas	-	-	x	x	x	x	-	-	x	x	x	-	-	-	-	Acceptance by CUSO
Ontario Department of Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hamilton	-	-	x	x	x	x	-	x	-	-	-	x	-	-	-	Teaching certificate
Ontario Department of Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Toronto	-	-	x	x	x	x	-	-	x	-	-	x	-	-	-	Teaching certificate

- 1 = overseas
2 = French Canadians
3 = immigrants
4 = Indians and Eskimos
5 = other groups (specify)
6 = any or all

APPENDIX C

ESL TEXTBOOKS USED BY RESPONDENTS.

TEXTBOOKS USED IN STUDENT AND ADULT ESL PROGRAMS

IN CANADA¹

	Student	Adult
An Intermediate English Practice Book. Corder, S. Longmans (Centre Ed.). 1966.	1 Nfld.	
An Introduction to Canadian English. Martin, Carson. New Canadian Publications, Toronto, 1963.	1 Man., 1 B.C., 1 Sask. 3 Ont.	24 Ont. 1 Man. 4 B.C. UBC CUSO
Absorbing English. Hemming and Gatenby. Centre Educatif et Culturel, Motnreal.	1 NWT	
ABE series. Steck-Vaughn, Austin, 1966.		NWT
Brighter Grammar. Eckersley and MacCaulay. Longmans Green & Co. London. 1955.		2 Ont.
Beyond Basic English. McMaster. Longmans Green Toronto. 1954.		2 Ont.
Beginning American English. Mitchell, Elizabeth. Englewood Cliffs, N.J. Prentice-Hall, 1957.	1 Man.	
Basic Oral English Course for School Beginners. Colliou, Rose. Queens Printer, Ottawa.	1 Ind. Aff.	
Conversation Anglaise a l'Aide de l'Image. Filteau, Albert et Villeneuve, Charles. Centre de Psychologie et de Pedagogie Montreal, 1947.	1 Que.	
Common Mistakes in English. T. J. Fitikides. Longmans Green & Co. London, 1950.		2 Ont.

¹ Included are those for which at least partial bibliographical information was given.

Excerpt from the 1998-1999 Annual Report of the National Commission on the Causes and Prevention of Violence

Page	Section	Text
100	Introduction	The Commission was established in 1993 by the President of the United States to study the causes and prevention of violence in the United States. The Commission's report is the result of a year-long study and public hearings.
101	Findings	The Commission found that violence in the United States is a complex phenomenon that is influenced by many factors, including individual, family, community, and societal factors. The Commission's findings are summarized in the following sections.
102	Individual Factors	The Commission found that individual factors, such as mental illness, personality disorders, and substance abuse, can contribute to violence. However, these factors are rarely the sole cause of violence.
103	Family Factors	The Commission found that family factors, such as child abuse, neglect, and exposure to violence, can contribute to violence. The Commission also found that family structure and parenting practices can influence a child's behavior.
104	Community Factors	The Commission found that community factors, such as poverty, unemployment, and social disorganization, can contribute to violence. The Commission also found that community norms and values can influence behavior.
105	Societal Factors	The Commission found that societal factors, such as gun availability, media violence, and cultural norms, can contribute to violence. The Commission also found that societal structures and policies can influence behavior.
106	Recommendations	The Commission recommends a comprehensive approach to violence prevention that addresses individual, family, community, and societal factors. The Commission's recommendations are summarized in the following sections.
107	Individual Factors	The Commission recommends that mental health services be made more accessible and that efforts be made to identify and treat individuals at risk of violence.
108	Family Factors	The Commission recommends that child abuse and neglect be prevented and that efforts be made to improve parenting practices.
109	Community Factors	The Commission recommends that poverty and unemployment be addressed and that efforts be made to improve community norms and values.
110	Societal Factors	The Commission recommends that gun availability be reduced and that efforts be made to limit media violence.

	Student	Adult
Direct Method Series. Gatenby Longmans Green & co. London. 1960.		1 Ont
Direct English Conversation Dixson, R.J. Regents Pub. House, New York.		1 Que.
Drills and Exercises in English Pronunciation, Dixson, R.J. Regents, New York.	1 Que.	1 Que.
Developing Comprehension in Reading Thomas. Dent and Sons.	1 B.C. 1 Ont.	
English in Tables. French, F.G. Oxford Univ. Press, London, 1960.	1 B.C. 1 NWT	3 Ont.
English Pattern Practices. Lado, Robert. Univ. of Michigan Press, Ann Arbor, 1958.	1 Man.	1 Que.
English 900. English Language Services, Collier-MacMillan, New York, 1963.	2 Ont. 13 Queb.	1 Ont. 17 Que. 2 Alta. 1 NWT
English for Today. National Council of English Teachers, McGraw- Hill. New York, 1962-66.	1 Man. 2 Que.	Armed f. U of M U. NB
English for Newcomers. Stubbs, S.E. Thomas Nelson & Sons, Toronto.		1 Alta.
English Workbook, Dixson, Robert J. Regents, New York. 1965.		
English Idioms for Foreign Students, Worrall, A.J. Longmans, Toronto.		1 NB 1 Nfld. 1 Man.
English for New Canadians. Queens Printer.		3 Ont. 1 B.C.
English without Tears. Assimil, Paris.		1 Que.

	Student	Adult
English as a Second Language. Reader's Digest. Neslon & Sons, Toronto, 1963.		3 Ont. 1 N.S.
English Practice. Palmer, H. Longmans. 1964.	1 Que.	1 Ont. 1 Que.
English #3. Wachner, C. W. Holt Rinehart & Winston, New York, 1964.		1 Pen.
En Route to English. Watson, J. Longmans, Green & Co. Toronto, 1964.	1 Nfld.	
Essential Idioms in English. Dixson, Robert J. Regents, New York, 1951.	1 Nfld.	1 Que.
English This Way. English Language Services. Collier-MacMillan, New York, 1963.	4 Ont. 1 N.B. 6 Que.	1 N.S. 1 Que. U.N.B.
English Pronunciation Practice. Mackenzie. Longmans, Green & Co., Toronto.	1 Ont.	
English Through Pictures. Richards, I.A. and Gibson, Christine. Washington Square Press, New York, 1952-58.	1 Man. 1 Sask. 1 B.C.	3 Ont. 2 Alta. 2 B.C.
English 2600. Blumenthal, J.M. Harcourt Brace and World, New York.		2 Pen.
Exercises in the Paragraph. Hale, R.L. Thomas Nelson & Sons Canada.		1 Pen.
First Steps in Reading. Richards, I.A., Gibson, Christine. Washington Square Press, New York.	1 B.C.	
Grammaire de La Langue Anglaise Freres du Sacre Coeur, Quebec, 1962.	1 Nfld.	
Graded Exercises in English. Dixson, Robert J. Regents, New York, 1959.	1 Ont.	1 Que. 1 Ont.

	Student	Adult
Improve Your English. West, Michael. Longmans.		2 Ont.
Key to English Prepositions. English Language Services. Collier-MacMillan Ltd., Toronto, 1964.		1 Man.
Kit A Language. Clymer, Christenson, Russell, Ginn & Co. 1963.	1 Ont.	
Learning the English Language. Language Research Inc. Nelson and Sons, Toronto, 1961.	2 Ont. 1 Sask. 1 Alta. 1 NWT	18 Ont. 2 N.B. 2 N.S. 2 Man. 1 Sask. 3 Alta. 1 B.C.
Listen and Guess Records. Allen, R. and V.F. McGraw-Hill, New York.	1 Ont.	
L'Esprit de la langue anglaise. Centre Educatif et Cultural, Montreal.		U of Sherbrooke
Let's Speak English. Gonzalez, Wheeler. McGraw-Hill, New York, 1967.	1 Ont.	
Let's Speak English. Robinson, R. H., Theall, D.R., Wevers, J.W., W. J. Gage Ltd., Toronto, 1964.		4 Ont.
Learning English. Miller. Centre Educatif et Culturel, Montreal.	1 NWT	
Living English Structures. Allen, W. Stannard. Longmans, Gree, New York, 1954.	6 Que.	1 Man. 3 Ont.
Learning English. Monks, B.J.M. and Luard, D.L. MacMillan and Co. Ltd., London, 1964.		1 Ont.
Let's Begin English. Curriculum Section, Dept. of Indian Affairs and Northern Development, Ottawa.		2 Ont. 1 NWT
L'anglais Pratique. Pettigrew, Ronald Centre de Psychologie et Pedagogie, Montreal.		1 Que.

	Student	Adult
Learn to Read and Write. Weinhold, C.E. Holt, Rineholt, Winston. New York, 1962.		1 NWT
Learning Your Language. Herber, H. L., Nolte, F. Follett Publishing Co., Chicago, 1966.		1 NWT
Mastering Reading Skills. Colbert, J.A. Dent & Sons, Toronto, 1944.		1 Pen.
Mastering American English. Hayden, R.E., Pilgrim, D.W. and Haggard, A. Prentice-Hall. Englewood Cliffs, N.J. 1956.		1 Que.
Mott Language Series. Chapman, B.E., Schulz, L. Allied Ed. Council, Galien Mich. 1966.		1 NWT
Modern American English. Dixson, Robert J. Regents, New York 1962.	18 Que. 1 Nfld.	1 N.B. 16 Que. St. Vincent
Methode 203. Bournival. Centre Ed. et Culturel, Montreal, 1965.	1 Que.	1 Ont.
New Method Series. Harold E. Harold E. Palmer, Longmans, Hong Kong, 1964.	10 Ont.	1 Ont.
Practice Your English. Wright, A.L. W.J. Gage Ltd., Toronto.		3 Ont.
Practice Exercises in Everyday English Dixson, Robert J. 1957, Regents Pub. Co., New York.	1 Nfld. 1 N.B. 2 Que.	
Picture Composition. Hill, L.A. Longmans, Toronto.	1 Nfld.	1 Nfld.
Reader's Digest Reading Skill Builder. The Corporation, Pleasantville, New York, 1958-65.	2 Ont.	1 N.B.
Reading and Word Study for Students of English as a Second Language. Croft, Kenneth. Prentice-Hall. Englewood Cliffs, N.J.	1 Nfld.	

	Student	Adult
The Ship English Course. Frisby. Centre Educatif et Culturel, Montreal.		1 NWT
Spelling in Language Arts. Kaska and Hare. Nelson and Sons, Toronto, 1965.		1 Ont.
Selections for Developing English Language Skills. Finocchiaro, Mary and Lavende. Centre Educatif et Culturel, Montreal.		1 Ont.
Senior Oxford Progressive English Course. Hornby, A.S. Oxford Univ. Press, London.		1 Ont. CUSO
The New Essentials of Everyday English. Ferris, Florence K. and Keener, Edward E. Laidlaw, 1962.		1 N.B.
Teaching English as a Second Language. Finocchario, Mary. Harper Row, New York, 1964.	1 Ont. 2 Que.	4 Ont.
Using Your Language. Davis, T. and Cantelon, H. J.M. Dent and Sons, 1955.	2 N.B.	1 N.B. 1 Ont. 1 Fed. Prison
Workbooks of English. Richards, I. A. and Gibson, Christine. Washington Square Press, New York, 1965.		1 N.B. 1 Sask.
Welcome to English. Lismore, Thomas. Regents Pub. House, New York, 1963.	6 Que.	
We Learn English. Bumpass, Faye. American Book Co., New York, 1959.	1 Alta. 1 Sask. 1 Ont.	
Words are Important. Hardwick, H.C. C.S. Hammond, Maplewood, N.J., 1959.		4 Ont.

APPENDIX D

CLASSIFICATION OF SOME OF THE COMMENTS RECEIVED.

I. DEFECTS IN ESL TEACHER QUALIFICATIONS

No training or not enough training.

1 B.C.; 2 Ont.; 1 N.B.; 1 Alta.; 1 Pen.; 1 Que. P.;
8 Que. Cath.

Lack of fluency in English.

23 Que. Cath.

Lack of knowledge of foreign languages of contrastive linguistics.

3 Ont.; 1 Man.

Native speakers of English to French Canadians need training in methodology and sociology.

3 Que. Cath.

Lack of knowledge of linguistics.

12 Que. Cath.; 1 B.C.; 3 Ont.; 1 Alta.; 1 Man.;
1 Que. P.

Teachers lack personality suitable for teaching adults.

1 B.C.; 4 Ont.; 1 N.B.; 1 Sask.; 1 NWT; 4 Que. Cath.

II. DEFECTS ATTRIBUTED TO TEACHER TRAINING FACILITIES

Training available in too few locations

1 B.C.; 5 Ont.; 3 Alta.; 1 Man.; 1 Que. P.;
5 Que. Cath.

No instruction in modern (aural-oral) methodology

30 Que. Cath.

Lack of instruction in use of audio-visual aids

3 Que. Cath.; 1 Que. Y.; 1 Ont.; 1 Alta.

Lack of practicum teaching

1 Pen.; 1 Ont.; 1 Alta.; 1 Que. P.; 3 Que. Cath.

Lack of speech training

1 B.C.; 2 Ont.

Lack of provision of specialist's certificate

1 B.C.; 2 Ont.

Lack of training for elementary school teachers.

4 Que. Cath.; 2 Ont.

Non inclusion of ESL in teacher training.

4 Ont.; 1 Alta.; 2 Que. P.; 1 Pub. Service; 3 Que. Cath.

Lack of instruction in psychology and sociology.

1 Ont.; 1 NWT; 2 Que. Cath.

Poor quality of instruction in teacher's colleges.

9 Que. Cath.

III. OTHER SUBJECTS TREATED

More and better teaching materials necessary.

6 Ont.; 1 N.B.; 1 Sask.; 1 Que. P.; 3 Que. Cath.

Need for a central information agency.

1 B.C.; 1 Ont.; 1 Que. Y; 2 Que. P; 1 Que. Cath.

Need for more Canadian culture content.

4 Ont.; 2 Que. Cath.

Need for more audio-visual materials.

1 NWT; 6 Que. Cath.

More salary for teachers.

1 B.C.; 2 Ont.; 5 Que. Cath.

Smaller classes, streaming.

4 Que. Cath.

Need for in-service training.

1 B.C.; 5 Ont.; 1 Sask.; 4 Alta.; 2 Que. P.; 1 Que. Cath.

Need for immigrant students to remain with own age group.

1 B.C.; 1 Alta.

APPENDIX E

LEVELS OF PROFICIENCY SUGGESTED TIME ALLOTMENTS

DESCRIPTION OF COMPETENCE BY LEVELS

(From Nelson Brooks et al. "Language Instruction Perspective and Prospectus," in Bulletin of the California State Department of Education, 32 (November, 1963), pp. 23-27.

Level I

Demonstrate, in hearing and in speaking, control of the whole sound system.

Repeat the account of a brief incident as he hears it read, phrase by phrase.

Retell aloud such an incident after repeating it in this way.

Participate, with a fluent speaker, in a dialogue about any one of perhaps 20 situations.

Read aloud a familiar text.

Write a familiar text from dictation.

Rewrite a simple narrative containing familiar material, making simple changes in tense.

Do orally and in writing exercises that involve a limited manipulation of number, gender, word order, tense, replacement, negation, interrogation, command, comparison, and possession.

Level II

Demonstrate continued accurate control of the sound system. Recognize all of the basic syntactic patterns of speech and use most of them.

Comprehend, by listening and also by reading, subject matter that is comparable in content and difficulty to what he has learned.

Be able to write all that he can say.

Have firsthand knowledge of brief samples of cultural and of contemporary literary prose and be able to converse in simple terms about them.

Level III

Demonstrate continued accurate control of the sound system. Demonstrate accurate control, in hearing and in speaking, of all the basic syntactic patterns of speech.

Read aloud a text comparable in content and style to one he has studied,

Demonstrate the ability to understand what is heard in listening to a variety of texts prepared for comprehension by ear.

Write from dictation a text he has previously examined for the details of its written forms.

Demonstrate adequate comprehension and control of all but low-frequency patterns of syntax and unusual vocabulary encountered in printed texts.

Have firsthand knowledge of 100 to 200 pages of readings of a cultural and literary nature: be able to discuss their contents orally and to write acceptable sentences and paragraphs about their contents.

Level IV

Read aloud an unfamiliar printed text.

Write from dictation, (a) following a preliminary reading, and (b) without a preliminary reading, passages of literary prose.

Converse with a fluent speaker on a topic such as a play seen, a novel read, a trip taken, or a residence lived in.

Read a text, then in writing (a) summarize its contents and (b) comment on the ideas expressed.

In a page or two of text, carefully selected for the purpose.

discover and comment upon a stated number of points that are culturally significant. These may be in linguistic structure, in idiom, or in vocabulary reference, e.g., if English were the language being learned, a text about the United States in which the term "night school" appears.

Receive oral instructions about an assignment to be written: its nature, its contents, to whom addressed, its form, its length, and its style of presentation and then write the assignment.

Levels V and VI

The content of levels V and VI is subject to much wider variation than that of levels I and II so that the needs of specific students can be met. For many students a minimal course, designed to maintain and strengthen what has been learned, that meets perhaps twice a week and for which no outside preparation is necessary can be recommended. This will enable the students to keep alive the skills they have perfected and make their resumption of full-time effort in learning a language much easier as they subsequently adjust to their college programs. For others, a bilingual course in a content subject such as biology, chemistry, mathematics or automotive engineering is highly useful. For most, a course involving the usual schedule and curriculum content is best. An advanced placement program should be provided for students whose work is exceptionally satisfactory and who can afford to spend the required time in such a program.

SUGGESTED SCHEDULE OF CONTENT COVERAGE
AND LEVELS OF LEARNING*

Instructional Time Devoted to FL	Grades											
	K-3	4	5	6	7	8	9	10	11	12		
<u>Plan I</u>	Level I		Level II		Level III		Level IV		Level V		VI	
Grades/Min. per day												
K-3	10-15											
4-6	15-25											
7-8	25-35											
9-12	45-55											
<u>Plan II</u>	No Foreign Language		Level I		II		III		IV		V	
Grades/Min. per day												
6	15-25											
7-8	25-35											
9-12	45-55											
<u>Plan III</u>	No Foreign Language		Level I		II		III		IV		V	VI
Grades/Min. per day												
6	15-25											
7-8	45-50											
9-12	45-55											

*The suggested schedule of content coverage and levels of learning for all modern foreign languages presupposes that the teachers responsible for instruction are qualified in the language and in the use of the instructional materials. The content coverage as stated is directly related to the amount of instructional time devoted to the foreign language as well as to the grade levels involved in the instructional program.

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